REPORT RESUMES

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STUDIES AND RECOMMENDATIONS OF THE SEVERAL COMMITTEES OF THE BERKELEY SCHOOL MASTER PLAN COMMITTEE SUPPORTING ITS REPORT TO THE BOARD OF EDUCATION. VOLUME II.
BY- MONHEIMER, MARC H. AND OTHERS
BERKELEY UNIFIED SCHOOL DISTRICT, CALIF.

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THIS REPORT CONTAINS DETAILED STUDIES OF PUBLIC EDUCATION IN BERKELEY, CALIFORNIA AND MAKES EXTENSIVE RECOMMENDATIONS FOR ITS IMPROVEMENT. GENERATED BY FIVE SUBCOMMITTEES CONSISTING OF LAY CITIZENS AND PROFESSIONAL STAFF, THE STUDIES AND RECOMMENDATIONS ARE ORGANIZED UNDER EACH COMMITTEE'S SPECIFIC AREA OF CONCERN--(1) THE INSTRUCTIONAL PROGRAM, (2) SPECIAL EDUCATION AND SPECIAL SERVICES, (3) FINANCE AND BUSINESS SERVICES, (4) COMMUNITY ENVIRONMENT, SCHOOL BUILDINGS, AND FACILITIES, AND (5) SCHOOL DISTRICT RELATIONSHIPS. WITHIN EACH OF THE SECTIONS ARE SEPARATE BIBLIOGRAPHIES AND APPENDIXES. HALF OF THE REPORT IS DEVOTED TO THE SECTION ON THE INSTRUCTIONAL PROGRAMS, WHICH CONTAINS EXTENSIVE INFORMATION ABOUT CURRICULUM. VOLUME I OF THIS REPORT IS AN ABBREVIATED VERSION OF THESE FINDINGS AND RECOMMENDATIONS. (LB)

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VOLUME TWO

school MASTER PLAN committee 1965 1967

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STUDIES AND RECOMMENDATIONS OF THE SEVERAL COMMITTEES

of the

BERKELEY SCHOOL MASTER PLAN COMMITTEE

Supporting Its Report

TO THE BOARD OF EDUCATION

BERKELEY UNIFIED SCHOOL DISTRICT

Berkeley, California
October 1967

VOLUME TWO

FOREWORD

> "...there is nothing more difficult to carry out, nor more doubtful of success, nor more dangerous to handle, than to initiate a new order of things. For the reformer has enemies in all those who profit by the old order, and only lukewarm defenders in all those who would profit by the new, this lukewarmness arising...partly from the incredulity of mankind, who do not truly believe in anything new until they have had actual experience of it...[but] where the willingness is great, the difficulties cannot be great."
>
> Niccolo Machiavelli, The Prince

On May 25, 1965, the Board of Education of the Berkeley Unified School District initiated an experiment in community involvement in public education reaching far beyond the traditionally accepted role of citizens committees created to advise boards of education. The results of this experiment come to fruition in the two volumes of this report.

The major purpose of the Board in creating the Master Plan Committee was to obtain "the cooperative development, by a representative committee of lay citizens and staff members, of suggested programs, both short and long-range, in several specified areas." The Board of Education recognized that there would be short-term problems lending themselves to suggested immediate solutions, as well as other problems requiring solutions "more of a directional nature, that is, establishing guidelines for the District to follow over 25 or 30 years." The "several specified areas" mentioned, as may be observed from the titles of the five committees into which the Master Plan Committee was organized, covered no less than the whole spectrum of public education in the modern urban community.

Unlike previous citizens committees in Berkeley, and in most school districts, charged with specific subjects for investigation and recommendations, no limits were imposed and complete freedom was given to study and recommend.

Although members of the Committee were admonished not to treat unlimited freedom as license to dote on pet schemes and peeves, it was emphasized that the Master Plan Committee was not restricted to existing policy, program or method nor asked or expected to approve everything, or anything, in connection with the Berkeley Unified School District. Committee members were urged to test and challenge the experts, to treat expert opinion and experience as of great value but not immutable or binding. From the outset the Committee members were told not to be discouraged or deterred by answers such as "this is the law", "the staff approves" or "it has always been done". The Master Plan Committee was to be primarily concerned with what "should be" and only within that context concerned with "what is" or "what has been".

The report and recommendations amply demonstrate that the Master Plan Committee treated its liberty with restraint and took nothing for granted. The recommendations of the Committee are consistently and forcefully directed at matters found presently to be deficient or insufficient, as well as matters of momentous change and innovation.

The Committee was composed of 138 members, of whom approximately one-third were members of the District staff. The lay-citizen members were selected by the Board of Education from nominations submitted by individuals and organizations representing every segment of the Berkeley community. The size of the Committee is evidence enough of the variety of community representation. The staff members were selected by the Board upon nomination by the Superintendent of staff members who indicated a desire to serve in the unique undertaking contemplated.

The Committee organization took the form of five separate committees, each taking as its title and subject matter one of the five areas set forth in the Board's Charge to the Master Plan Committee. Wherever possible, members were assigned to the respective committees in accordance with their indicated choice of subject matter. Each member was carried on the rolls of only one committee, although committee members were free to attend the meetings of all committees.

For each of the five committees a lay member was designated chairman and a staff member was designated vice-chairman. The chairman and vice-chairman of the Master Plan Committee, the chairman and vice-chairman of each of the five committees, the secretary to the committee and the administrative assistant to the committee functioned throughout as a Steering Committee concerned with the problems of scope, concept, form and procedure. The Steering Committee determined all major matters of policy and procedure for the Master Plan Committee.

With the exception of the chairmen of Committees I and IV, all the chairmen and vice-chairmen served throughout the entire two and one-half years. After about 15 months of work the original chairmen of Committees I and IV were both forced by pressure of professional commitments to resign. In each case their immediate successors served the entire remaining period.

After the first year of work the Committee reported to the Board of Education and recommended that the life of the Committee be extended for another year and a half in order to complete its work. To replace members who had found it necessary to resign for a variety of unavoidable reasons, 24 additional members were appointed by the Board, including several Berkeley High School students to replace those who had graduated. An impressively large number of members stayed with the Committee and worked with diligence and dedication to finish the task. Members, many of whom had already made significant contributions to the work of the Committee, who had resigned at the time of plenary sessions in September 1967 are indicated by an asterisk in the list of members.

The five committees functioned in a variety of ways. Committees I and II divided into subcommittees along subject matter lines--Committee II at one point having 22 sub and sub-subcommittees. Committees III, IV and V worked primarily as committees of the whole, although Committee V did utilize some sub structuring. The members met in committee and subcommittee meetings, worked independently on research and study, from time to time met as members of the whole Master Plan Committee, read extensively, interviewed staff members and outside experts and spent much time brainstorming and thinking through a great variety of ideas, proposals and problems. A conservative estimate of the total man hours expended would be in excess of 20,000 over the two and one-half year life of the Committee.

The Steering Committee, after lengthy debate and discussion, decided that each committee would prepare its own report and would also prepare a summary of its report for inclusion in the Report of the Master Plan Committee. Consequently, the reports of each committee appearing in Volume Two and the summaries appearing in Volume One, The Report of the Master Plan Committee, are solely the work of the respective committees and do not represent an attempt at a report approved by all members of the Master Plan Committee. However, the full report of each of the five committees was critiqued and commented upon by each of the other four committees, and the final reports and recommendations appearing in Volume Two represent the efforts of each originating committee after receiving the views of the members of the other four committees.

In the case of Committees III and IV, the nature of their material and the manner in which they conducted their work resulted in relatively short reports, and the sections in Volume One relating to the work of these committees contain their entire report and all of their recommendations, but not the appendixes which appear only in Volume Two. It may be noted, however, that the material of Committee II in Volume One is much longer than that of the other committees. The subjects covered by that committee were more diverse and needed specific coverage. On the other hand, Committee I found certain underlying principles and ideas common to the curriculum subjects covered, and was able to frame broad, general recommendations.

The recommendations of the five committees appearing in Volume Two in great detail are the recommendations only of the respective committees. The recommendations appearing at the end of each section in Volume One were approved by the entire Master Plan Committee meeting in plenary session. They constitute the recommendations of the Master Plan Committee, although the supporting material in Volume One does not represent language or concept submitted for approval by all members of the Committee.

Minority views were freely expressed, both in committee discussion and in plenary sessions, and the recommendations which were approved in plenary sessions are those of a majority of the members of the Master Plan Committee. To give some idea of the relative size of the majority and minority with respect to recommendations approved in plenary sessions, the recommendations carry an asterisk where the vote in plenary session did not exceed 75% of the members of the Master Plan Committee present and voting. Recommendations of the originating committee which were not approved by the Master Plan Committee in plenary session are appropriately designated, as are recommendations approved in plenary session which differ substantially from those submitted by the originating committee.

It is absolutely essential for anyone interested in the work of the Committee to study thoroughly the contents of Volume Two. Volume One is in essence a summary. In nearly every instance, the significant analysis, discussion and supporting material is contained in Volume Two. Any attempt to understand the recommendations in Volume One necessitates a thorough understanding of the material in Volume Two. This is especially true with respect to the report and recommendations of Committee I. The recommendations of Committee I submitted to plenary session of the Master Plan Committee are broad in scope, ranging over the entire spectrum of the instructional program, with equally forceful application to specific curriculum areas. Any effort to interpret or adopt a policy or implement a program recommended by the Committee demands careful study of Volume Two.

Many recommendations, particularly those of Committee III, are beyond the purview of the Board of Education of the Berkeley Unified School District. It is expected that implementation of recommendations which cannot be carried into effect or adopted as policy by the Board of Education will be sought through whatever means possible, including seeking appropriate constitutional, legislative and administrative change at both the state and federal levels. The fact that a recommendation cannot be promptly implemented by the Board of Education does not indicate that it is of any lesser significance. In fact, such recommendations perhaps are of greater significance, for they require the Board of Education to exercise leadership beyond the confines of the District, to bend its efforts to bring other agencies and organizations to a policy which will produce the highest quality education not only in Berkeley, but elsewhere in California and the nation.

Many subjects of intense interest and concern either could not be included in the work of the Master Plan Committee or were intentionally not treated separately. Contrary to the urgings of several committee members, racial integration was not treated as a separate subject for study or recommendation. The Steering Committee early decided that the issue of racial integration could not be treated in isolation, but was an integral part of the substantive subject matter of each committee. The consistent emphasis in the reports and recommendations of each committee upon racial integration as a key element in quality education evidences the correctness of the decision of the Steering Committee. The problems of internal budgeting and "costing" of programs was entirely omitted from the work of Committee III, as was the subject of grading from the work of Committee I. Limitations of time precluded consideration of these vital matters.

Similarly, two-thirds of the way through its work, Committee IV was asked to undertake study of the desirability of the District acquiring a large parcel of previously unavailable land for possible use as some form of educational park. Committee IV interrupted its work, studied the matter and made a separate report to the Board of Education recommending acquisition. As a result, the Master Plan Committee assignment of Committee IV had to be circumscribed and its report and recommendations are not as extensive as would otherwise have been expected.

In a real sense the work of the Master Plan Committee has just begun. In the next phase of "master planning", the Board of Education and the Berkeley community must review and consider for adoption and implementation, now or in the future, the recommendations of the Master Plan Committee. A task apparently overwhelming at the outset has been completed. We believe the overview of the Berkeley Unified School District which is represented in the Report of the Master Plan Committee can and should be of extreme value to the District and to those who so often look to the District for leadership. We trust the efforts of this Committee will not have been wasted.

> "Life is a miracle; life is a challenge; life is a task. And no sooner is one task finished, then another is waiting behind it ready to be taken on."
>
> Anon.

October, 1967
Berkeley, California

MARC H. MONHEIMER, Chairman
School Master Plan Committee

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* Members, many of whom made significant contributions, who were not members of the Committee at the time of plenary session for a variety of reasons, such as illness, press of other responsibilities, or departure from the community.

CHARGE TO THE SCHOOL MASTER PLAN COMMITTEE FROM THE BOARD OF EDUCATION

(Delivered by President Carol Sibley, May 25, 1965)

It is a particular pleasure to greet you tonight as you assemble for this organizational meeting of the Berkeley School Master Plan Committee. Many of you we know from past services. Many of you we have chosen because of high qualifications noted in your nomination papers. Berkeley is indeed fortunate to have within its citizenry such a wealth of people of vision, of skill, and of dedication to the best ideals of education for all its children.

Choosing this Committee was one of the most demanding tasks that has faced this Board. We sought for balance, for excellence, for a broad range of ages, neighborhoods, philosophies, and fields of competence. Many of the people we did not appoint would have made commendable members of this group. But we are satisfied that our long careful search for the best committee possible (and for the best chairman and vice-chairman of that committee) has been successfully concluded.

We look to you now for intelligent, thoughtful consideration of the problems that all of us on the Board feel demand wide attention and creative solutions if our children are to be educated for living in the challenging years of the future.

The major purpose which the Board of Education has in convening a large committee of this type is the cooperative development, by a representative committee of lay citizens and staff members, of suggested programs, both short range and long range, in several specified areas. Some of the problems in the designated areas will be of short term nature and will lend themselves to suggested immediate solutions. Other problems will be more of a directional nature, that is, the establishing of guide lines for the District to follow over 25 or 30 years.

The areas to which we would like to have the Committee address itself are as follows:

1. The Instructional Program: This includes the regular program offered children from kindergarten through the 12th grade.
2. Special Educational Services: This area includes such programs and services as EMR, TMR, blind, aphasic, pupil personnel services, adult education, "special fund" projects, preschool and child care programs, etc.
3. Finance and Business Services: Included here are the financial needs of the District, how funds are to be raised, and the effective functioning of the business services.
4. Community Environment, School Buildings, Facilities: This area would include a study of the community, District building needs, and the development of ways to provide for maximum use of facilities that we now have. The increased use of school facilities as community centers could well be considered as part of this topic.
5. Relationships Between the School District and Others: This topic includes the relationships of the District with the community of Berkeley; with other districts; with the City Government; with the various levels of government, such

as county, state and federal; and with other local agencies. This area would be concerned not only with what the relationships should be but with developing recommended mechanisms for achieving the desirable relationships.

These are the areas with which the Board would like to have the Committee begin its work. We are initiating this study with these specified areas in the hope that the Committee's efforts will not be diluted by attempting to cover too broad a ground. If, however, as the study develops, the Committee feels it important to consider subjects that do not fall into the above-mentioned areas, the Board would give careful consideration to suggestions that the assignment be expanded.

We hope that the Committee will devote its main efforts to the guide line or policy level, rather than becoming too involved with the detailed mechanics of the schools' operation. For example, we do not expect this Committee to develop courses of study for specific subject areas. This kind of curriculum development is quite properly the role of the staff.

While the development of short and long range programs for the School District over the next period of years is the primary object of this Committee, there are other purposes which we hope will be accomplished in the course of your deliberations. We hope that a committee with this type of make-up will provide an opportunity for an extensive exchange of ideas between lay citizens and staff members, as well as between individuals within each of these categories. We hope that this Committee will serve as the means for bringing to bear on school problems a wide range of thoughtful opinion from the community and from the school staff.

While the formal membership on this Committee is restricted to the list which has been announced, we hope that the Committee will avail itself of the help that can be provided by others. As far as the Board is concerned, the Committee is not limited in its use of other citizens in the community and other staff members in various phases of the Committee's study. The Committee may obtain access to any school staff member and any other information which the schools possess which legally can be made available. There are legal restrictions on certain types of pupil or staff personnel data. However, where possible, the Committee will be provided the information it needs to proceed with its work. Procedures for obtaining this information will be developed and announced later.

At the same time, we feel it highly important that the Committee be able to receive suggestions, help, and ideas from the community at large. We hope that the Committee will early develop procedures whereby members of the community can make their ideas and suggestions known to the Committee. We also hope that the Committee will hold public hearings as it feels necessary to obtain further community thinking. In short, what we are after is broad staff and lay citizen participation in the formulation of the suggested programs which the Committee will bring to the Board.

The organization of the Committee deserves some comment. While citizens' committees are frequently used by many districts, including this one, this Committee is one of very few examples of a large committee involving both lay citizens and staff people as full members. Approximately one-third of you belong to the school staff. We have established this Committee with a lay citizen chairman to be the presiding officer and to give general direction to the Committee's functioning. He will be responsible for appointment of subcommittees and for supervision of their operation. The vice-chairman is a staff member who will be responsible for the needed executive and administrative support. He will also be responsible for liaison between the Committee and the District staff.

It is obvious that very little original detailed work can be done by a committee of this size. We expect that the Committee will be divided into subcommittees in major areas, and each of these subcommittees into smaller subcommittees, or task groups, where needed to do the detailed work on each subject. We recommend that the same type of lay citizen chairman and staff vice-chairman relationship be used in the organization of the subcommittees.

In examining the list of staff members that have been appointed to serve as members of this Committee, you may have noticed that Dr. Sullivan and Dr. Maves were not included. They have decided that it would be best if they were not formal members but should be considered as ex officio consultants to the Committee. They will, of course, be anxious to help the Committee in any way possible and in the course of your study will be making many suggestions.

The Board is flexible insofar as the schedule of committee operation is concerned. However, this should be considered as an ad hoc rather than a permanent committee. We consider that the initial appointment of the Committee is effective through the coming 1965-66 school year. We would like a general report of progress in May of next year, at which time it can be determined whether the Committee's work is complete or whether it should be continued for another year. In the interim there may well be many occasions when the Committee will wish to make reports to the Board on specific, short range questions or problems. While we will encourage this type of communication, we also will respect the independence of the Committee during its study in the areas assigned.

On behalf of the Board of Education, I should like again to thank each of you for your willingness to devote the time and effort necessary in this service to the children of our schools and to the people of Berkeley. May your hours spent in hard and thoughtful study give to each of you the rewarding satisfaction of participating in one of the most important subjects of our time.

COMMITTEE I - THE INSTRUCTIONAL PROGRAM

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Felix Stumpf*
Chairman, 1965-66

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Mrs. Morley Baer
Mrs. Frederick Balderston
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Mr. Allan Goldstein
Mrs. Fred Hellman*
Dr. Leon Henkin*
Mr. Robert Heywood*
Mrs. Jacqueline Bajuk Irish
Mr. Burnell Johnson
Mr. Richard Jorgensen*
Miss Joan Joy

Miss Brigida Knauer*
Dr. Gertrude Machlis*
Mr. Carl Mack
Mr. John Manley
Mr. Ralph Miller
Mr. Astor Mizuhara
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Dr. Sanford Plainfield*
Mr. Robert Rajander
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Mr. Leander Walker
Mrs. Charles Williams
Miss Edith Williams*
Mrs. Faricita Wyatt

Dr. Joseph N. Rodeheaver, Consultant
Mr. Robert Whitenack, Consultant
Mrs. Harriett Wood, Consultant

* Members, many of whom made significant contributions, who were not members of the Committee at the time of plenary session for a variety of reasons, such as illness, press of other responsibilities, or departure from the community.

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COMMITTEE I - INSTRUCTIONAL PROGRAM

REPORT ON COMMUNICATION SKILLS AND ARTS: SPEAKING, LISTENING, WRITING, READING

SUMMARY AND RECOMMENDATIONS

Every child should be able to use language effectively both to express himself and to understand others. He should develop the ability: to read and listen with comprehension, discrimination, and appreciation; to speak and write with clarity, precision, and effectiveness. Language should be both a tool and a source of personal satisfaction.

In order to enable students to function linguistically in a competent and flexible way and to be able to produce or receive the appropriate language for any given situation, we recommend the following:

1. **The content of the communication skills and arts curriculum should be organized sequentially so that students may progress at their own pace toward the goals of the program. Teachers must be provided with a greater understanding of this area of curriculum when organized in this way.**
2. **There should be maximum flexibility in the communication skills and arts curriculum program through use of such innovations as core curriculum, team teaching, nongraded classes, etc., with careful evaluation of the innovations.**
3. **Adequate tools providing many different approaches to learning must be provided. These tools should be easily accessible to both student and teacher.**
4. **There should be increased emphasis on programs of listening and speaking.**
5. **The arrangement of physical facilities should enhance rather than impede an adequate communication skills and arts program.**
6. **The program of written expression should be intensified for all students, particularly at the elementary level.**
7. **Every teacher of any grade or subject must be considered a teacher of communication skills with a consistent approach in standards and expectations related to speaking and writing.**
8. **Teacher innovation in the communication skills and arts program must be encouraged, supported, and evaluated.**
9. **Special programs, such as teaching English as a second language, must be developed to improve the language fluency of culturally disadvantaged children.**
10. **Tests should be refined and related to modern curriculum and approach with the primary purpose of the testing program being diagnosis in order to provide a way of tailoring the school program for each student.**
11. **Individualization of instruction with early diagnosis of possible learning problems, must be used as a means of meeting the child's needs.**
12. **Course offerings in English must be broadened to provide more variety in scope and definition including such offerings as business English.**
13. **Remedial reading at all levels should be more carefully defined and structured into the total communication skills and arts program.**
14. **The public must be educated to the importance of a total communication skills and arts program including reading, writing, speaking, and listening as integral parts.**

GOALS

> "The objectives of the school, with a clear statement of priorities, should give direction to all curriculum planning. This applies to adding content, eliminating content, or changing the emphases on various topics and fields. Content earns its place in the curriculum by its contribution to the achievement of educational objectives. The establishment of objectives should, therefore, precede any effort to determine content of the instructional program and to determine relative emphases to be placed on various aspects of the program. Since the real purpose of education is to bring about desired changes in the behavior of students--changes in thinking, feeling, acting--statements of objectives should indicate precisely the specific kinds of behavior sought. Obviously the objectives themselves need reconsideration from time to time. But when they are valid and clear, and only then, educational objectives are dependable guides to good decisions about what is needed to achieve them."*

In the area of communication skills and art we believe: Every child should be able to use language effectively, both to express himself and to understand others. He should be taught to read independently, with comprehension and increasing discrimination of all types of printed materials; express ideas orally with clarity, precision, effectiveness; express ideas in written form, clearly and correctly; listen with comprehension and critical judgment; listen with increasing appreciation and discrimination; enjoy the written language in its literary expression; learn, through the written language, new knowledge and ideas; develop his creative ability in the written and spoken language for personal satisfaction and discovery of self.

Instructional programs should provide: (a) opportunities for developing the individual potentialities represented in the wide range of differences among people, (b) a common fund of knowledge, values, skills vital to the welfare of the individual and the nation. To achieve these objectives the instructional program cannot be the same for all. Provisions for individual differences should be made by qualified teaching personnel through diagnosis of learning needs and through appropriate variety of content, resources for learning and instructional methods.

Personalization of instruction should be encouraged by maximum flexibility for teacher and pupil in method and approach, use of small classes, special programs, etc. The strengthening and coordinating of remedial reading, high potential and library programs will give even more variety of choice in dealing with teaching of communicative skills and arts.

The major goal of the communication skills and arts program would be to enable all students to function linguistically in a competent and flexible way: to be able to verbalize effectively and produce the appropriate language for any given situation or receive appropriate language signals in any given situation.

The educational program must value change. It should not unduly emphasize tradition and the past but devote full energy to the present and future. This can only happen when change is valued, difference is appreciated, and mistakes are accepted as a normal part of growing.

METHOD

Administrators and teachers inside and outside the Berkeley Unified School District were interviewed. The interviews were open-ended. The questions were directed to what is happening now, and what would the interviewee like to have happen in this curriculum area. (See Appendix I.) There were specific questions directed toward specific types of innovation and organizational and structural relationships in the district. Various curriculum materials used by the district (elementary and secondary) gave further information as to how subject matter was being approached. Other district reports given out at various times were helpful in pointing to what might occur in the near future. Reading of current materials added to understanding of the issues.

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* School for the Sixties, p. 50.

We interviewed the following people: Classroom teachers at elementary level; Curriculum Consultant, University of California; Curriculum Associate for Berkeley Unified School District; Coordinator of Remedial Reading Program, K-6, for BUSD; Remedial reading teacher at elementary level; Coordinator of Reading, K-8, for BUSD; Chairman of English Department, Berkeley High School; Chairman of English Department, Garfield and Willard Junior High Schools; Remedial Reading Teacher at West Campus.

FINDINGS

In the "shadow of the Campanile" it would be expected that the University-bound student is well provided for; he is. The motivated, interested student will find he has been given excellent preparation for college. Particularly at the secondary level, we find Track 1 course studies to be very "college-oriented." Test scores are evidence of this direction. Students are given much practice in the areas of critical thinking and writing concise, clear compositions. As one teacher expressed it, these students receive a preparatory school education, equal or better than private schools can give.

However, not all students are headed for the University. Many average students will terminate their education at the 12th grade; curriculum materials and approach do not seem to be "tailored" for their needs. There seems to be a lack of material that would motivate even the high potential student that is not interested in English as approached in the traditional way. For example, in a time of mass-produced paperbacks, reading lists seem limited in scope and dated as to titles.

Those students who are below grade level in reading skills at the secondary level are generally found in Tracks 3 and 4. In grades 7 through 11, Tracks 3 and 4 account for about one-third of the students enrolled in English classes. The teachers attempt to help these students, but are not trained specifically for remedial work. At Berkeley High School there are 65 students assigned to one remedial teacher in a reading workshop setting. This is in addition to the regular English class these students attend. A priority decision had to be made and secondary staff people felt that trained remedial teachers should be working at the elementary level. In grades 7 and 8 certain students who would not benefit from foreign language may be placed in a remedial reading class in addition to their regular English class.

At the secondary level there has been little innovation until recently. These attempts have been scattered and are in the early stages. After evaluation and discussion some results may give more direction as to implementation. There seems to be little use of lay people (paid or volunteer). There were expressions of concern that teachers have little time to work on innovation or curriculum.

At the elementary level, curriculum generally still follows the pattern set down by state texts in most classes. However, there is much effort being directed toward flexibility and personalization in every phase of work at various schools. Many of those participating have found their students to be enthusiastic in their response, but evaluation and follow-up must occur. There is still great diversity of thinking in this area, but with implementation, as noted below, this can be a great advantage to the district as a whole.

Various areas of the communication arts and skills are taught separately or not at all. Verbal and listening skills receive very little emphasis. An integrated language arts program is still dependent on the teacher or principal. Many students receive virtually no formal help in listening and speaking after the 6th grade.

Structural and organizational relationships have as much to do with curriculum as content. Many lines of authority and areas of responsibility seemed quite fuzzy in their definition. Articulation, particularly in the vertical direction, seemed very inadequate. There is one horizontal core class being planned at the high school in the humanities which will include material from several content areas. Horizontal coordination at the elementary level is improving, particularly in those schools where team teaching and flexible scheduling occur.

Certain questions regarding lines of authority seem to exist as a result of transition. The following description of organization was not exactly described, but seems to be "understood" by all those involved. Department Chairman of Berkeley High School English Department serves as curriculum coordinator for English, grades 7-12. Elected at five-year intervals by Department members with the approval of the principal, he is given released time to serve in both capacities. Department Chairman at grades 7, 8, and 9 serves as curriculum consultant for teachers at the "building" level; these chairmen are given less released time. Evaluation of, and assistance to, new teachers is the responsibility of principal or vice-principal. (See Appendix V, VI for district directives on this.)

There is one curriculum coordinator (K-8) overlapping the area of responsibility of the secondary school curriculum associate in English whose responsibility is grades 7-12, for the topic of communicative skills and arts. She is responsible for developing curriculum, but unfortunately has no direct authority over teacher acceptance. Evaluation of, and assistance to, teacher is the responsibility of principal and/or vice-principal.

Another dimension of this curriculum area is the remedial reading program. This is a separate program with a coordinator and 19 teacher-specialists assigned to the various elementary schools in the district. There are specific guidelines for elementary teachers, in order to decide which children will be assigned to these classes. (See Appendix X.) The children work individually or in very small groups outside the classroom. Consultation with the child's regular classroom teacher is done on a voluntary basis between remedial teacher and classroom teacher. Remedial reading teachers are responsible to the coordinator and have regular staff meetings with him, although each remedial reading teacher tailors her program to meet the needs of her school. At the secondary level remedial reading is taken in addition to regular English but teachers are included with English division; there is no coordinator.

In addition to the remedial reading program, elementary schools now have teacher-librarians and consultants for work with high potential students. These programs are quite new and cannot be evaluated as such, but it would be no exaggeration to indicate that meeting minimal needs was long overdue on both counts.

Most innovation has occurred primarily on an individual school or teacher basis or as result of special grant monies. Several projects are in the planning stage with evaluation yet to come. Hopefully the positive results will be shared with the rest of the district.

Curriculum guides in the area of communication skills and arts are lacking, or serve for one part of the area rather than integrating the skills, or are seldom used.

Many people on the staff, teachers and others, are making commendable efforts, and children are making progress. In-service activities are provided but tend to be theory rather than practical in focus. (See Appendices VII and VIII.) However, it is an area that needs increased attention by the entire staff.

RECOMMENDATIONS

(These are not necessarily listed in order of priority.)

1. The content of the curriculum should be organized sequentially so that students may progress toward an increasingly mature utilization and organization of their knowledge. Helping learners see interrelationships and achieve unity from the diversity of knowledge is basic to any organization of content. School staff should experiment with a variety of ways of organizing content. The nature, meaning and structure of discipline and differences in the ways students learn should be taken into account in selecting a particular plan of organization and evaluation of its effectiveness. Teacher workshops that include not only K-12, but pre-school and college teachers as well could bring about greater understanding of areas of curriculum that should be organized in this way.

2. There should be innovation in the English curriculum through modification in the horizontal and vertical organization with maximum flexibility in scheduling. Present attempts at core curriculum, team teaching, nongraded classes, etc., should be evaluated and if there are positive results, further implementation should occur. Every form of innovation should be considered carefully, but no one program should be chosen for all schools. Positive results may be obtained by many methods and the main prerequisite would be that there be coordination, supervision, and evaluation.

   The above recommendation should be undertaken now, and continue on a consistent basis. Immediate specific recommendations include, evaluation of the present primary grade "split reading" schedule, as a limiting factor in increasing flexibility and unity of communication skills curriculum; establishing a core curriculum (longer period of time scheduled with a teacher who teaches several areas) for those students whose abilities would warrant special concern, particularly in the secondary grades.

3. Adequate tools for learning must be provided:

   a. Teachers should have wide choice in materials and books, and such resources should be readily available to all teachers. Language, reading, and spelling materials should be coordinated with each other in their underlying approach. The Berkeley Board of Education should urge that State texts, either offer a choice, or that the State should provide additional funds for their purchase of additional texts.

   b. There should be an instructional resources facility which would contain a professional library with access to new material and books. The person staffing this resource should have training in curriculum, instruction, library services, audio-visual materials and methods.

   c. There should be books available in quantity in the classroom. Wide use of paperbacks, to be considered expendable, should be provided to the students.

d. School libraries should continue to be enlarged and upgraded.

e. Reading workshops, to be used by all students who wish, should be established at the secondary schools. These would contain tape recorders, mirrors, tachistoscopes, speed reading materials, etc.

f. Consideration should be given to providing classroom tools for those programs that utilize a tape recorder at each desk, etc., if the program warrants it.

4. There should be increased emphasis on programs of listening and speaking. Increasing and encouraging communication of students with each other, as well as with the teacher, must be included in any complete communication skills program. Some thought should be given to the part that non-written forms of communication, particularly television, plays in the life of the students. Participation in theater appreciation programs, equivalent to Young Audiences for music, should be developed.

5. The arrangement of physical facilities should provide for an adequate communication skills program. Teachers must receive encouragement and assistance in providing the arrangement that will benefit students. Installation of adequate electric outlets in convenient locations (for tape recorders, etc.), movable desks, remodeling to add sound deadening materials should be immediately undertaken. For long-term changes in the schools there should be planning for maximum flexibility to provide for the new approaches and tools of learning.

6. The program of written expression should be intensified for all students, particularly at the elementary level. Use of lay readers, so that teachers at the secondary level can assign more work, should begin. Broader scope of work at the secondary level with coordination of grading, expectation, etc., in the communication skills in other classes should be undertaken.

7. Every teacher of any subject must be considered a teacher of communication skills and arts. This does not mean that all teachers will be responsible for the special content that has been defined by scholars as belonging exclusively to the discipline of English. Minimally all teachers should be responsible for presenting vocabulary and language structure related to his discipline; hopefully, all teachers will take the responsibility of helping students to acquire a greater skill in using the English language. Teachers should work together, vertically and horizontally, to provide a consistent approach in standards and expectation related to speaking and writing. There should be one style guide, appropriate to a given grade level, used by all teachers in the District.

8. Innovation in the communication skills and arts must be encouraged. Curriculum materials, consultation, evaluation, follow-up must be available to a teacher embarking on a new approach, in order to carry the teacher beyond the "enthusiasm" stage.

   a. Various approaches might include: Augmented Roman alphabet (I.T.A.), linguistic approach (word patterns), programmed instruction (Sullivan method, S.R.A., etc.), language experience approach (reading program integrated with other language skills).

   b. Greater use of tape recorders, tachistoscopes, language labs, dramatic equipment, etc., should be undertaken.

   c. Further development of materials, within the District, such as "On the Go", "The Fledgling", etc., should be encouraged.

d. The recently proposed "Reading Demonstration Project" and the special class proposed in the creative arts report are specific examples of overall innovation that must be encouraged.

9. Special programs must be developed to improve the language fluency of culturally disadvantaged children. Undertaking the teaching of English as a second language, with attendant materials and resources, should be considered in the near future.

10. Testing, particularly so-called standardized achievement and diagnostic tests, should be refined and related to modern curriculum and approach. Many tests are old and outdated. In addition, a child's ability to do research in the library on his own, the new approaches to mathematics and social studies, may not be reflected in the testing. The primary purpose for testing should be diagnosis, in order to provide a "prescription" for tailoring a course of study or special program for the student.

11. There must be individualization of instruction as a means of meeting children's needs. Innovation in scheduling and approach show promise and should be evaluated, and if results are valid, implemented. Specialized programs, tailored to the child's needs, should begin as early as possible, particularly in the case of a child who has learning problems that have been diagnosed.

12. Related to the above recommendation is the proposal that course offerings in English be broadened in order to provide more variety in scope and definition. There must be equal effort in providing courses for track 2, 3, or 4 as for track 1. Courses in business English, oral communication, English for everyday use should be considered as meeting the State requirements and the students should be given the opportunity to take these courses at different times in his school career.

13. The public must be educated as to the importance of a total communication skills program. Reading is an important tool in this area, but should be considered an integral part of the larger program of speaking, listening, writing and reading.

Implementation of Above Recommendations

In order to implement the specific recommendations above:

1. Curriculum goals and content should be studied and evaluated on a continuing basis. The study of the curriculum (see below) to be evaluated utilizing the knowledge and skill of teachers, administrators, scholars in the related academic discipline and profession of teaching and last but not least, lay citizens-students and parents. In a community such as Berkeley, with access to several schools of higher education and an active vocal citizenry, there could be a workable committee of some sort.

2. A systematic and objective method of studying the results of the curriculum should be established. Released time for teachers to participate in this evaluation should be provided. If possible, an objective, outside group should be involved in this study.

3. Federally-financed projects should not be given priority over locally-financed projects.

4. Berkeley should allocate a specific amount in the budget for research, experimentation and innovation. This should include money to provide time for each staff member to participate in curriculum planning, research, evaluation and other activities designed to improve the school program.

5. There is an immediate and direct need for vertical and horizontal articulation. Coordination of approach and philosophy in the communicative skills from preschool to college is a first priority recommendation. Specific responsibility as to how to formulate this program is a professional one, but teacher involvement is necessary and time for teachers to do it must be provided. Horizontal articulation is equally important, as the communicative skills and arts are basic skills.

6. Definitions and coordination are structural matters that must be made less vague. A careful definition of remedial reading at all levels is necessary for consistency, if nothing else, so proper funds and grants may be obtained from the state and Federal Governments. (See section on remedial reading.)

7. Lines of authority of various aspects and grade levels of communicative skills must be drawn carefully. Everyone working together as equals is a wonderful concept but there are times when arbitration and direction are necessary. If there are curriculum priorities, or if new techniques are being used, then responsibility must be assigned to follow through on evaluation and future implementation. Responsibility for coordination must be assigned, and those participating must have an understanding of their respective roles.

Role of the Teacher

There is no "one" curriculum or approach; each may be successful with some children at some time. Yet we continue to search for the curriculum, the method, the approach, as we search for the cure for a disease. A teacher who really cares can be, and is, the ingredient that makes the difference. We would define the teacher's role as stimulating and helping the pupil to learn as well as possible. The importance of a creative and thoughtful teacher who really cares about children cannot be overemphasized. To that end:

1. There must be employment of enthusiastic professional high caliber people for all levels of teaching in Berkeley. We have wonderful and devoted staff, and their dedication will be an example to new teachers.

2. Within the curriculum framework of the district, teachers should have the freedom, authority and responsibility to make decisions on how, and what to teach. The picture which emerges from this view of the teachers' role seems closer to the traditional concept of the University professor than to that of the "schoolmarm." Perhaps this does indicate the direction in which the teacher pattern will evolve over the next several decades. If so, it will mean important changes in teacher procurement, in-service education, working conditions and administrative procedures. Berkeley would do well to try to anticipate and prepare for changes.

3. Teachers must be freed as much as possible from routine tasks in order to enable them to concentrate on their teaching and connected research. To deal adequately with the complex demands of a modern classroom every teacher requires a large input of time, day in and day out, in searching, reading and reflecting, as well as the important task of teaching his students. We urge much greater use of clerical help to give relief from the numerous nonprofessional tasks. In addition, we urge the use of part-time, volunteer or paid, semi-professional assistance, such as lay reader, tutors, teacher aides, etc.

4. There must be meaningful in-service training that is teacher-oriented, using internal resources of the district geared to improving teacher skills and articulation.

Role of Remedial Reading Program

Reading must be considered as part of the total communication skills and arts program. All teachers help students in some way and it is expected that tracks 3 and 4 provide specific help to students with reading problems, but this is not the individualized remedial program that is available to certain students at the elementary and secondary level. Until we can provide individual help for all students who have been diagnosed as needing assistance, every effort should be made to create a curriculum that will help the classroom teacher to provide the necessary materials and guidance. If there continues to be a limited number of teachers in the remedial reading program, the priority system should be carefully thought out. Perhaps other programs should bear part of the burden, if the diagnosis so indicates. Children with reading problems may benefit from the special classes for emotionally handicapped, educationally handicapped, neurologically handicapped, mentally retarded, etc.

Strengthening the Remedial Program (not necessarily in order of priority)

1. The remedial reading program should be specifically defined.

2. There should be better diagnostic procedures applied for all schools and all grade levels. Specially tailored programs for those students who have reading problems should begin as early as possible. These programs may exist entirely within the regular classroom.

3. There must be articulation and coordination, particularly as to the role of principal (or counselor, or vice-principal), remedial teacher and remedial reading coordinator; this applies particularly at the secondary level. There seem to be gaps in availability of students' records and adequate materials.

4. In-service education of the elementary teachers relative to reading problems should be continued and strengthened.

5. There should be more individualization, with a clinical program for those needing it. This would include referrals for testing of hearing, sight, perceptual difficulties, I.Q.

6. There should be coordination and in-service training at the secondary level.

7. The program (K-12) should be coordinated in such areas as records, referrals, materials and training of teachers.

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APPENDIXES

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APPENDIX I

QUESTIONS (used in interviewing) DIRECTED TO THE TOPIC OF SECONDARY COMMUNICATION SKILLS AND ARTS CURRICULUM

1. What kind of directives, written material, etc., is given to new teachers?

2. What are the lines of authority? Does the teacher who needs help in translating curriculum go to the principal or department chairman? Who coordinates vertically and horizontally? Articulation?

3. How does innovation occur in the teaching of English at the secondary level? What procedures are used for evaluation and implementation of new programs? Are the results of experimentation shared with other teachers? If so, how? Do teachers have a chance to observe and/or participate in special programs?

4. What type of programmed materials, teaching devices, are being used? Have they been tried? What kind of evaluation has been done on such devices, materials, labs, films, etc.?

5. From your point of view what kind of coordination of the total communicative skills and arts program would be best? Is it too much to expect some coordination with junior college and preschool teachers in this area? Articulation through seminars, through representative teachers? What type of workshops, inservice training, etc. does BUSD provide?

6. Has there been any thinking of horizontal curricula -- humanities, core thesis, etc.?

I would appreciate any areas of thinking that I may not include that you think important. Materials and reading matter that are relevant to this area would be appreciated.

BERKELEY UNIFIED SCHOOL DISTRICT
Office of Director of Elementary Education
June, 1965

ELEMENTARY SCHOOL CURRICULUM - KINDERGARTEN THROUGH GRADE SIX

Subject Taught	Local Practice	Mandatory State Requirement	
LANGUAGE ARTS: **READING**	Readiness begins as early as kindergarten. Three reading textbook series plus many different approaches and materials are used beginning more formally at grade 1.	Instruction shall be given in Reading beginning in grade 1 and continuing through grade 6 or 8. (Education Code 7604)	A minimum of 50% of the school week shall be devoted to Reading, Writing, Language Study, Spelling, Arithmetic, and Civics in grades 1-6 and a minimum of 600 minutes per week in grades 7 and 8. (Education Code 7605)
WRITING	1) Penmanship - generally begins with manuscript or printing (a little in kindergarten, regularly in grade 1) with cursive introduced in grades 2 and 3.	Instruction shall be given in Writing beginning with grade 1 and continuing through grade 6 or 8. (Education Code 7604)	
	2) Skills of producing grammatically correct written work as well as explorations into creative writing. Experience charts (a kind of "group composing-teacher writing" approach) begin as early as kindergarten.	Instruction shall be given in English as a separate subject with emphasis on thoroughness, and as a discipline separate from the subject of Social Studies, beginning not later than grade 4 and continuing through grades 6 or 8. (Education Code 7604)	
SPELLING	Spelling correctly in written work plus assigned lists of words per week. Begins in grades 1 and 2 with written work involving vocabulary from Reading, Social Sciences, Science, and other classroom experiences. In the past the more formalized word lists and spellers tended to begin at grade 3, although the recent trend is to begin earlier.	Instruction shall be given in Spelling, beginning in grade 1 and continuing through grade 6 or 8. (Education Code 7604)	

Subject Taught	Local Practice	Mandatory State Requirement	
(Language Arts contd.)			
ORAL LANGUAGE	Children are taught to express themselves orally through individual and group reports or presentations, discussions, questions and answers, choral verse, debates, regular classroom recitation and a variety of other methods. "Sharing time" is an example of an approach that begins as early as kindergarten.		50% of school week shall be devoted to Reading, Writing, Spelling, Language Study, Arithmetic and Civics in grades 1-6 and a minimum of 600 minutes per week in grades 7-8. (Education Code 7605)
LISTENING SKILLS	Begin developing at kindergarten;includes such skills as listening for beginning and ending sounds, rhyming words, or following directions, or simply being able to "take in" and comprehend oral language.		
ARITHMETIC	Begins in kindergarten; currently using modern math approaches which stress understanding, discovery, and logic, rather than rote learning.	Instruction shall be given in Arithmetic with emphasis on basic principles and techniques. (Education Code 7604)	
SOCIAL SCIENCES (including Geography, History and Civics)	Often referred to as Social Studies -- begins formally in grade 1.	Instruction shall be given in Geography and History (including early history of California and history of U.S.) no later than grade 4 and shall continue through grades 6 or 8. Civics shall begin no later than grade 6 and continue through grade 6 or 8. (Education Code 7604)	

Subject Taught	Local Practice	Mandatory State Requirement
SCIENCE	Taught in kindergarten through grade 6. A variety of units, materials, and approaches are being tried in various schools.	Instruction in Natural Science shall be given no later than grade 6, and shall continue through grade 6 or 8. (Education Code 7604)
HEALTH FACTS AND ATTITUDES	Taught in kindergarten through grade 6. Although state text is provided, lack of local sequential curriculum plus crowded school day may cause a de-emphasis on this subject. We hope to develop curriculum in this area in the near future.	Instruction shall be given in Health no later than grade 6 and continue through grade 6 or 8. On written request from parents, pupils may be excused from health instruction which conflicts with religious beliefs. (Education Code 7604) Nature and effects of narcotics and alcohol and their effects upon the human system are to be taught; and the local Board of Education shall specify the grade or grades and adopt a course of study. (Education Code 7852)
PHYSICAL EDUCATION	Taught daily in kindergarten through grade 6. Also includes folk dancing, depending upon school and facilities.	Physical education shall be taught not less than 20 minutes daily, exclusive of recesses and lunch period. (Education Code 8151-8156, 8159)
MUSIC	Vocal music as well as incidental appreciation of music are taught from kindergarten through grade 6. Note reading skills can begin in grades 3 or 4 or earlier, depending on the skill of the individual teacher and the pupil abilities. Our instrumental music program begins in grade 4.	Shall be included in the elementary schools at the grade or grades prescribed by the city or county Board of Education. (Education Code 7604)
ART	Taught in kindergarten through grade 6.	Shall be included in the elementary schools at the grade or grades prescribed by the city or county Board of Education. (Education Code 7604)

Subject taught	Local Practice	Mandatory State Requirement
FOREIGN LANGUAGE	Spanish is taught in grade 6 by a specialist two days a week, with the regular classroom teacher conducting follow-up with tapes on three days of the week. This next year we hope to schedule the Spanish specialist for three days a week.	Beginning July 1, 1965, a foreign language shall be given no later than grade 6 and shall continue through grade 6 or 8. (Education Code 7604)
Other general areas that are also incorporated in our teaching in elementary grades:		
SAFETY	Taught incidentally and through specific units from kindergarten through grade 6.	Public Safety and Accident Prevention shall be taught with special emphasis upon avoidance of hazards upon streets and highways. Manual to be compiled and printed by the Board of Education. (Education Code 8001, 8002, 8004)
FIRE PREVENTION	Our teachers approach this both incidentally and by specific units. During the last few years, at grade 3, our instruction has been supplemented by a resource person from our local Fire Department who gives a series of presentations supplemented by films and activities on this subject. Each school holds a monthly practice fire drill.	Fire prevention, ways and means of preventing loss and damage to lives and property shall be taught; and a reasonable time in each month shall be devoted to fire prevention and protection. (Education Code 8056)
MORALITY AND CITIZENSHIP	Taught incidentally and continually throughout kindergarten through grade 6.	Instruction in morals, manners, truth, justice, patriotism, true comprehension of American citizenship and the principles of free government shall be given. Children should be taught to avoid idleness, profanity and falsehood. (Education Code 7851-7853)
		OTHER ADDITIONAL SUBJECTS, NOT TO EXCEED THREE, MAY BE PRESCRIBED BY THE CITY OR COUNTY BOARD OF EDUCATION. (Education Code 7604) PERMISSIVE AND PROHIBITED INSTRUCTION ARE COVERED IN CHAPTERS 4,5 Education Code 8201-8455.

APPENDIX II

BERKELEY UNIFIED SCHOOL DISTRICT
Office of Director of Elementary Education
September 1964

SUGGESTED SCHEDULES OF CLASS TIME

The following suggested schedules of class time illustrate possible structured methods by which all subjects may be covered during the course of one week. It should be recognized that they do not in any way constitute "required" procedures.

There are many factors which are evident in each school and class situation which will necessitate adjustments. Effective scheduling should be flexible in nature based upon the particular needs of children, cooperative working relationships with other school personnel, and adjustment to the school's policies and procedures.

HGW:bs

SUGGESTED SCHEDULE OF CLASS TIME - GRADES ONE, TWO, AND THREE

	MONDAY		TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
60 Min. Period	*Reading and Literature	60	same	same	same	same
60 Min. Period	Attendance, Flag Salute, etc. Arithmetic	5 55	same	same	same	same
60 Min. Period	P.E. (Rhythms)	20	same	same	same	same
	*Language Skills (Written and Oral Handwriting, Spelling, and Literature	40	same	same	same	same
60 Min. Period	Music *Social Studies *Science (incl. Health)	10 25 25	Music 10 S. S. 50 (incl. Art)	Music 10 S. S. 25 Science 25 (incl. Health)	Music 10 S. S. 50 (incl. Art)	Music 10 S. S. 25 Science 25 (incl. Health)
60 Min. Period	*Reading and Literature	60	same	same	same	same

HGW:bs

*Art and Music are also included in the Reading, Social Studies, and Science programs. Literature can be included in the Reading, Language and Social Studies programs. Social Studies, Science, Health, Language, and the other subject areas are utilized to reinforce the skill of Reading.

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SUGGESTED SCHEDULE OF CLASS TIME - GRADES FOUR, FIVE, AND SIX

	MONDAY		TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
60 Min. Period	Attendance, Flag Salute Reading, Literature	5 55	same	same (May visit Library during week)	same	same
60 Min. Period	Arithmetic	60	same	same	same	same
60 Min. Period	*Social Studies (incl. Spanish in Grade 6)	60	same	same	same	same
60 Min. Period	P.E. Language Skills Oral and Written English (incl. Spelling and Handwriting)	20 40	same	same	same	same
60 Min. Period	*Science *Music	40 20	Science 40 Music 20	Science 40 Music 20	Science 40 Music 20	*Art 60

HGW:bs

*Art and Music also should be an integrated part of Social Studies, Science, and other subject areas. Social Studies, Science, Health, Language and other subject areas are utilized to reinforce the skill of Reading.

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APPENDIX III

GARFIELD JUNIOR HIGH SCHOOL ENGLISH COURSE OF STUDY

GRADE 7 - TRACK I

Grammar

Building Better English 7
Plain English 7
Jr. English in Action I

Anthologies

Adventures in Literature I
Old State Anthologies
A Pocket Book of Modern
American Short Stories
A Pocket Book of Short
Stories

Literature

The Call of the Wild
Christmas Carol
Robinson Crusoe
A Separate Peace
Wind in the Willows
Iliad
Banner in the Sky
The Proud Eagles
Diary of Anne Frank
Tom Sawyer - Kon Tiki
My Friend Flicka
My Name is Aram
Captain Courageous - The Hobbit
Gulliver's Travels
Green Grass of Wyoming
Huck Finn - Bittersweet
Alice in Wonderland
Island of the Blue Dolphin
Death in the Family

Spellers

State Spellers
Words Are Important
Introductory Book
(Vocabulary)

Supplementary Material

S.R.A. Reading for
Understanding
Scholastic Literature
Units
1 - Animals
2 - Small World
3 - High Adventure

Poetry Collections

Stars to Steer By
The Magic Circle

GRADE 7 - TRACK II

Grammar

Building Better English 7
Plain English 7
Jr. English in Action I

Anthologies

Adventures in Literature I
Reading Roundup I
New Horizons I
Old State Anthologies
A Pocket Book of Modern
American Short Stories
A Pocket Book of Short
Stories

Literature

Old Yeller
The Call of the Wild
Wind in the Willows
My Side of the Mountain
Banner in the Sky
Dairy of Anne Frank
Tom Sawyer - Kon Tiki
My Friend Flicka
My Name is Aram
Captain Courageous
Green Grass of Wyoming
Huck Finn - Bittersweet
The Lion's Paw
Island of the Blue Dolphin

Spellers

State Spellers

Supplementary Material

S.R.A. Reading for
Understanding
S.R.A. Reading Laboratory IIa
Scholastic Literature
Units 1 - Animals
2 - Small World
3 - High Adventure

Poetry Collections

Stars to Steer By
The Magic Circle

GRADE 7 - TRACK III

Grammar

- Building Better English 7
- Living Your English 7
- Spoken Drills
- Tests in English

Anthologies

- Reading Roundup I
- New Horizons I
- Adventures for You
- Teenage Tales A
- Old State Anthologies
- Wings for Reading
- Stories for Teenagers A

Literature

- My Side of the Mountain
- Bambi - Simon Bolivar
- Mocassined Feet
- Tom Sawyer (abr.)
- Captain Courageous (abr.)
- Huck Finn (abr.)
- The Lion's Paw
- Gulliver's Travels (abr.)

Spellers

- State Spellers
- Multilevel Spellers

Supplementary Material

- SRA Reading Laboratory IIa
- SRA Pilot Library IIa (elem.)
- Scholastic Literature Units
  - 1 - Animals
  - 2 - Small World
  - 3 - High Adventure

Poetry Collections

- Stars to Steer By
- The Magic Circle

GRADE 7 - TRACK IV

Grammar

- Building Better English 7
- Living Your English 7
- Spoken Drills and Tests in English
- Follett's Slow Learner Units: Learning your Language I

Anthologies

- Reading for Meaning
- New Horizons I
- Teenage Tales A
- Stories for Teenagers I

Literature

- Bambi
- Mocassined Feet
- Tom Sawyer (abr.)
- Captain Courageous (abr.)
- The Lion's Paw
- Huck Finn (abr.)

Spellers

- Multilevel Spellers

Supplementary Material

- SRA Pilot Library IIa
- SRA Reading Laboratory IIa (elementary)
- Scholastic Literature Units
  - 1 - Animals
  - 2 - Small World
  - 3 - High Adventure

Poetry Collections

- Stars to Steer By
- The Magic Circle

GRADE 8 - TRACK I

Grammar

- Building Better English 8
- Plain English 8
- Jr. English in Action II

Anthologies

- Adventures in Literature II
- Great Am. Short Stories
- The Narrative Impulse
- Mark Twain: A Reader
- Outcasts of Poker Flat

Literature

- Travels with Charley
- The Prince and the Pauper
- Taming of the Shrew
- Evangeline - Treasure Island
- Johnny Tremain
- David Copperfield
- Last of the Mohicans
- Miracle of Language
- Kidnapped - The Pearl
- The Sword in the Stone
- Onion John - White Fang
- Red Pony - Men of Iron
- Stories from Shakespeare
- Red Badge of Courage
- Four Great Comedies
- Merchant of Venice
- Animal Farm - Oliver Twist
- Bridges at Toko Ri
- Mystery at Thunderbolt House
- Hiroshima - Jane Eyre
- Cyrano - Science & Human Values

Spellers

- State Spellers
- Words are Important, I (vocabulary)

Supplementary Material

- SRA Reading for Understanding
- Scholastic Literature Units
  - 1 - Courage
  - 2 - Family

Poetry Collections

- Story Poems
- The Singing World
- Poetry I
- Yesterday and Today
- A Cavalcade of Poems

GRADE 8 - TRACK II

Grammar

Building Better English 8

Anthologies

- Adventures in Literature II
- Reading Roundup II
- New Horizons II
- Old State Anthologies
- The Narrative Impulse
- Stories for Teenagers 2
- Teen Age Tales 5
- Outcasts of Poker Flat

Literature

- Travels with Charley
- Treasure Island
- Johnny Tremain
- David Cooperfield - Onion John
- Great Dog Stories
- No Other White Man
- Worth Fighting For
- Hidden Treasure of Glaston
- A Glorious Age in Africa
- Mystery at Thunderbolt House
- The Pearl - The Red Pony
- The Raft - Men of Iron
- Four Great Comedies
- Animal Farm - Hiroshima
- Lilies of the Field
- Merchant of Venice
- Bridges at Toko Ri - Rascal
- Stories from Shakespeare

Spellers

State Spellers

Supplementary Material

- SRA Reading for Understanding
- Scholastic Literature Units
  - 1 - Courage
  - 2 - Family
  - 3 - Frontiers

Poetry Collections

- Story Poems
- Poetry I
- Yesterday and Today
- The Singing World
- A Cavalcade of Poems

GRADE 8 - TRACK III

Grammar

- Building Better English 8
- Living Your English 8

Anthologies

- Reading Roundup II
- New Horizons II
- Adventures Ahead
- Teenage Tales B
- Stories for Today's Youth
- Old State Anthologies
- Stories for Teenagers 2
- Teen Age Tales 5
- Top Flight

Literature

- Lilies of the Field
- Prince & the Pauper (abr.)
- Treasure Island (abr.)
- David Copperfield (abr.)
- Kidnapped (abr.)
- Worth Fighting For
- Onion John - The Pearl
- Men of Iron (abr.)
- No Other White Man
- Bridges at Toko Ri
- Hidden Treasure of Glaston
- Secret of Lonesome Valley
- A Glorious Age in Africa
- Rascal - Blue Willows

Spellers

- State Spellers
- Multilevel Spellers

Supplementary Material

- SRA Reading Lab IIIa
- SRA Pilot Library IIc
- Scholastic Literature Units
  - 1 - Courage
  - 2 - Family
  - 3 - Frontiers

Poetry Collections

- Yesterday and Today
- The Singing World
- A Cavalcade of Poems

GRADE 8 - TRACK IV

Grammar

- Building Better English 8
- Living Your English 8
- Follett's Slow Learner Units: Learning your Language II

Anthologies

- Reading for Meaning
- Stories for Today's Youth

Literature

- Prince & the Pauper (abr.)
- Treasure Island (abr.)
- Kidnapped (abr.)
- Men of Iron (abr.)
- Blue Willow

Spellers

Multilevel Spellers

Supplementary Material

- SRA Reading Lab IIa (elem) I for each track or sec.
- SRA Reading Lab IIIa
- SRA Pilot Library IIc

Poetry Collections

- Yesterday and Today
- The Singing World

APPENDIX IV

BERKELEY HIGH SCHOOL ENGLISH COURSE OF STUDY

PREFACE

A NEW NOTE ON COMPOSITION

For a number of years the English department of Berkeley High School has been requiring that the majority of its students take Composition A or B following English V. We did so because of a widespread concern for the generally poor performance of students in composition skills, even after five semesters of secondary English. Now we feel somewhat more strongly the need for consistent emphasis in grades ten through twelve.

We propose, therefore, that an expository exercise be a minimum requirement in tracks one and two, during or following the completion of each pivotal work in a course sequence.

Simply writing more and more words, however, is not an effective way to improve the skills of composing. The sentence is a formidable and roomy unit of thought and must be our first concern, then the paragraph, and finally the expository essay. We do not argue, however, that students should first write sentences, then paragraphs, and finally expository prose. The act of composing is a creative act involving the writer in the selection of a single response out of thousands of possible choices. The entire panoply of writing skills must be brought into play whenever a composer sets for himself the task of netting an idea in words, no matter how simple or complex the idea may be.

Plainly, then, quality must be the composer's first concern. An essay response in the tenth grade might be as short as fifty words or as long as 2,000; but whatever its length, the writer, apart from the factual accuracy of his statement, should strive first for clarity of meaning and then for good diction, euphony, rhetoric, and style. In short, the manner of student composition should be of as great moment as the matter, and the ideas expressed should, through progressive mastery of the means, show continuous refinement.

4/67

ENGLISH

I. GENERAL PRINCIPLES

A. Grade Requirements

1. Students who make grades of D in required English courses should retake the courses in Summer Session in order to raise them to the maximum C grade for entrance to the University of California, or to the higher grade for most other institutions.
2. Since annual promotion does not permit a retake of English III or V in the spring semester or of English IV in the fall, students who fail III.1 in January should be programmed into IV.1 or IV.2 in February and should retake English III in Summer Session.

B. Suggested Order of Courses for Academic Students

1. Tracks I and II are college preparatory.
2. Following are recommended sequences for students of various abilities and capacities in English. All are hypothetical and cannot be used as absolute guides.

Example 1 **A very able student in English,**	III.1	IV.1	V.1	English Novel (Formerly VI.1)	Poetry & Drama I	Poetry & Drama II Honors Tutorial Amer. Lit. Seminar Advanced Writing*
Example 2 **An able student, but one who has less ability in composition.**	III.1	IV.1	V.1	VI.1	Comp.A	Poetry & Drama I
Example 3 **A student who may be quite able in other areas, but has some trouble with English, especially with the written language.**	III.2	IV.2	V.2	C.R.A.	Comp.A	VI.1

C. Concurrent Courses

1. English III, IV, and V are basic courses and may not be taken together. A student may elect two courses during the same

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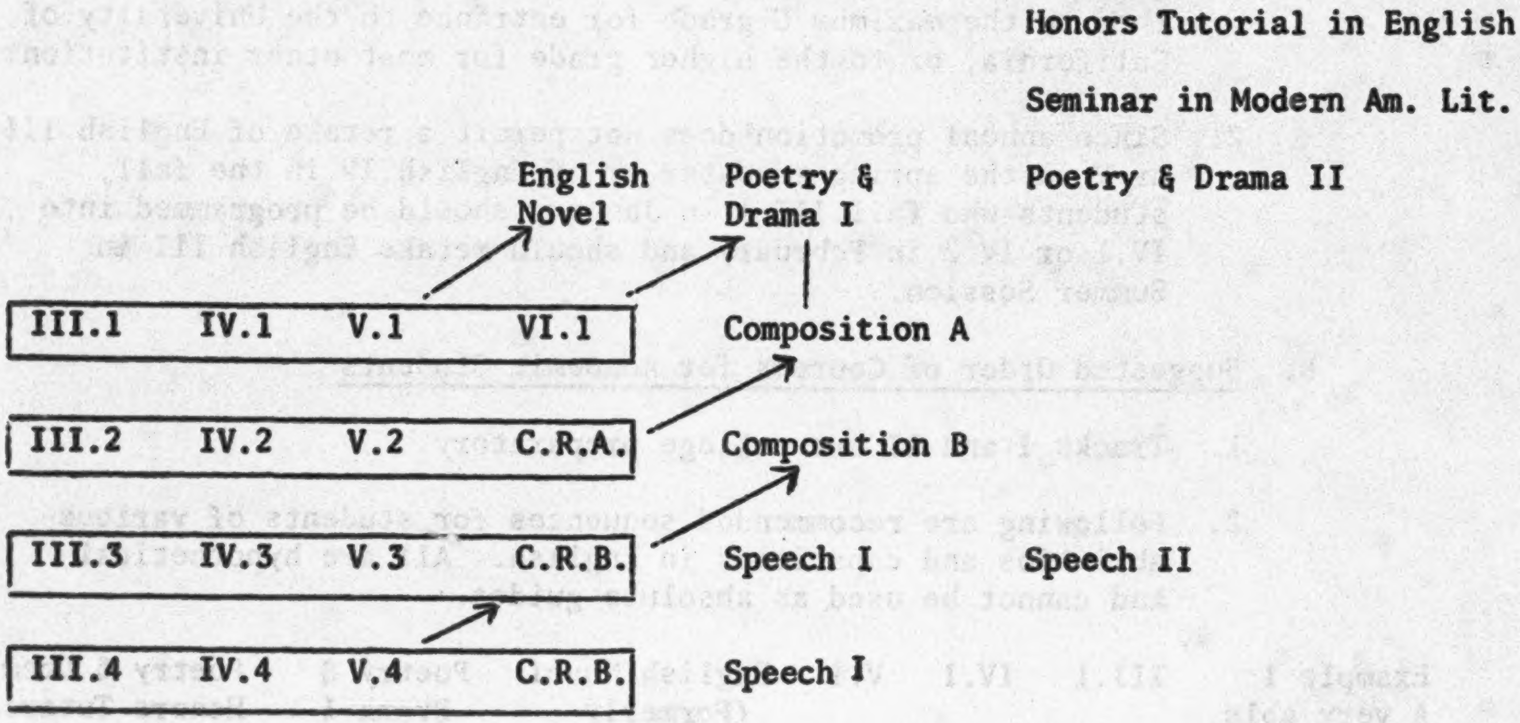
*(Course to be developed.)

C. Concurrent Courses (continued)

semester, but the two may not be numbered courses. Journalism, Public Speaking, Speech, and, in some instances, Composition, may be taken concurrently with numbered courses. Follow detailed sequence chart listed below:


Honors Tutorial in English
Seminar in Modern Am. Lit.
English Novel
Poetry & Drama I
Poetry & Drama II
III.1
IV.1
V.1
VI.1
Composition A
III.2
IV.2
V.2
C.R.A.
Composition B
III.3
IV.3
V.3
C.R.B.
Speech I
Speech II
III.4
IV.4
V.4
C.R.B.
Speech I

D. **Electives**

Public Speaking I	Journalism I	Composition A
Public Speaking II	Journalism II	Composition B
Drama I	Journalism III	

An arrow indicates that the teacher must make a recommendation slip before a student may take the pointed class. N. B. Composition A may be prerequisite to the Poetry and Drama I, II sequence.

Students may, by teacher recommendation, and with the approval of the Department Chairman, move from one track to another when there is evidence of wrong placement. Such movement must take place during the first six weeks of school, unless the student enters late.

II. COURSES AT A GLANCE
(For more detail, see Course Descriptions)

A. English I, II, (ninth grade) III, IV, V, and one additional course are required of all students by State law.

After English V is completed, a student may take any one of the courses recommended for the track, or he may, by recommendation of the teacher, and with the concurrence of the counselor, be placed in a course of different track. Please note that Public Speaking I and Journalism I have a prerequisite of English V.1 or V.2. After the completion of V.1 or V.2 by the student, he may take either Public Speaking, Journalism, or Drama I, in tandem with other English courses or separately. For Eastern colleges generally, however, and for some others, Public Speaking, Journalism, and Drama should not replace regular twelfth grade English courses.

EFFORT IS NOT A FACTOR IN THE GRADING OF REGULAR ENGLISH COURSES, NOR MAY EXTRA WORK BE SUBMITTED IN LIEU OF UNSATISFACTORY PERFORMANCE IN REGULARLY ASSIGNED WORK. (See addendum on the grading policy of the English department of Berkeley High School.)

B. English Novel

The novel is studied as a literary form from its picaresque beginnings in Spain to "stream of consciousness" novels of the 20th century. Main emphases, however, are upon the development of the novel in England. The material in this course is difficult, extensive, and time consuming. Only the very able student should be programmed into the course and he should be prepared to spend a lot of time in reading. At least twelve novels are read, some in great detail.

C. English VI.1 - Novel

This course overlaps English Novel in many ways, but it is less demanding and is more directed to the novel as a form than to the development of the novel in England. It, too, is difficult, ranging as it does from the picaresque novel, Lazarillo de Tormes, and the English picaresque of Fielding, Joseph Andrews, through Dickens, Walpole, Bronte, Hardy, Wilde, Conrad, Hudson, and Graham Greene.

D. English VII - English Poetry and Drama, Part 1

This is a new course, somewhat like the old English VIII, except that it now concentrates on English poetry and drama with selected examples from Beowulf to Blake. It should not be considered a survey; however, among major authors treated are: Chaucer, Shakespeare, Milton, Spenser, Donne. Like English Novel, it is designed for that student who has clearly demonstrated a superiority in English. Such a student exhibits a mature approach to reading, a sound foundation in the mechanics of composition, and the ability to organize and present critical thought.

E. English VIII - English Poetry and Drama, Part 2

A new course in Spring of 1967, English VIII is an extension of English VII to make a one year sequence. Its material covers, in general, the period from Wordsworth to Yeats; but again this course should not be considered as a survey.

In general, VII should be considered prerequisite to VIII. A student, as in example 2 on page E-2, who has failed to achieve the required skill in composition after taking VI.1 would have been recommended for Composition A and might then go on to VII, but not to VIII.

F. Composition A

Composition A is now elective, but may be required if a student wishes to take the VII-VIII sequence.

G. Composition B

Composition B is now elective in the twelfth grade. It will be tailored primarily for the track two student who is toward the bottom of his group in writing skills and for the track three student who is toward the top of his group.

H. Journalism I

This is the beginning course in Journalism. It is open only to students who receive "A" or "B" in English V.1 or V.2. It presents the fundamentals of newspaper forms, techniques, and news writing style, prepares students for work in Journalism II, work on the Jacket and Pod staff, and carries English credit at U. C.

I. Journalism II

Open only to those who complete Journalism I with an "A" or a "B". This course is work on the Jacket or the Pod, and it carries English credit at U. C., but it is under the C.I.F. ruling for other institutions. The rule states that a student must have passing grades in twenty semester periods of work the previous semester, five of which may be in Physical Education.

J. Journalism III, and IV

Available for students who show special aptitude and whose programming permits it. The few students who qualify for these courses will receive what amounts to a tutorial in special aspects of journalism leading toward a college major in the field.

K. Public Speaking I
(Intended primarily for tracks 1 and 2 - Seniors)

This course is intended to enhance and/or introduce the more able student to various individual speech situations, and to improve his vocal and bodily expression, logical reasoning, awareness of techniques used by other speakers. It also helps the student to prepare speeches by assisting him with organization and use of sources. The course enables the student to better evaluate his own speech and that of others and to be aware of his role as a member of an audience. Reference is made to techniques used in politics, business, and professional circles to hold attention, inform, impress, convince, and secure action.

L. Public Speaking II
(Intended primarily for tracks 1 and 2 - Seniors)

Utilizing the techniques and skills developed in Public Speaking I, this course intends to prepare the student for group speech situations. Here he studies the psychology of the audience and the role of the consumer of mass media. Included in the course is a unit on rhetorical techniques used in wording his delivery in discussions.

Unlike the courses in Speech I and II, the courses in Public Speaking are designed to assist the student in platform delivery. Those in Speech I and II expose the student to many of the other speech arts as well.

M. Speech I
(Intended primarily for tracks 3 and 4 - Seniors)

This course is designed to develop a student's basic speech skills through individualized instruction and practice, group instruction and participation, and satisfying experiences in various types of speaking activities. Since the speech process is intimately related to total personality, the emphasis is on fundamental improvement of the individual rather than on specialized performance techniques. This approach is intended to help the student become aware of his own problems of attitude and adjustment, the reasoning process, voice and articulation, bodily action and his use of language. Great emphasis is placed on learning to be a good listener. Generally, the student's total speaking ability is improved as are his reading and writing.

N. Speech II
(Intended primarily for tracks 3 and 4 - Seniors)

As a continuation of Speech I, this course aims to further the improvement made by the student. In addition, it introduces him to effective group operation and participation, to organization procedure, discussion, dramatics, and broadcasting, and to the mass media. Generally, the course intends to help the student improve himself not only as a producer and consumer of speech situations, but as a member of the community.

O. Reading Laboratory

This is a new facility at Berkeley High School. In general, concentration will continue to be upon the tenth grader who has a reading problem. Students who test below the fourth grade should, in general, not be placed in reading lab. nor students with intense emotional problems. Bilingual students are welcome in all sections and special attention will be given to their problems. Reading Laboratory is given in addition to regular English courses, not in lieu of them.

P. Current Reading A

This course should no longer be considered a "remedial" course. As indicated on E-2, example 3, it is the logical high eleven course for track 2 students. It offers a sophisticated reading list and aims to help the student read with greater understanding and pleasure.

Q. Current Reading B

Undertakes for the .3 and .4 student what CRA tries to accomplish for the .2 student. It offers a large number of new texts. The department makes every effort to make the course as interesting and vital as possible.

III. COURSES IN DETAIL

Early in the semester, all sections of English III are given a one-period orientation to the Berkeley High School Library. The need for special orientation to the school as a whole seems no longer to be felt. Such adjustment as appears to be necessary is undertaken in the homeroom.

A. English III

Is an introduction to world literature, but instead of attempting to sample all literary forms, it concentrates on three aspects thought to be the most instrumental, and ends with examples of both the short and the long narrative. MYTHOLOGY, POETRY, and DRAMA are still the main emphases.

Mythology is studied as an aid to understanding allusion, as an interpreter of the relationships between past and present cultures, as a source of facts in the literature of later times, and as a major contributor of patterns and structures in the development of subsequent literatures.

Bulfinch's *Mythology* is the major text. At track 1 the book has a limited suitability for student use, but at track 2 most of the reading should be done by the teacher. The backgrounds of the *Iliad* and the *Odyssey* should be thoroughly explored, and a review of the

English III (continued)

hierarchy within the Pantheon should be made or reenforced, as needed. At tracks 3 and 4 the Greek mythology is offered through The Magic and the Sword, the Arthurian legends through Greene's Arthurian Tales, and some of the mythology of Africa through African Myths and Tales by Feldman.

Poetry is studied structurally and critically, but with the conviction that genuine poetry defies ultimate analysis in words. Specific emphasis is given to rhyme, rhythm, meter, figures of speech, etc., but only as they aid in understanding and appreciating the poem.

English Poetry: Its Principles and Progress, Gayley, is used primarily for the Prologue to the Canterbury Tales.

Modern American & British Poetry, Untermeyer, is the principal text.

Stories in Verse has some aids to prosody and good ballad material.

This Way Delight, Read, is notable for the excellence of its format and for several excellent selections.

Drama is presented in two views: first, as a self-contained work of art, and second, as a symbol which concentrates and interprets the society in which it is created.

*OEdipus and Antigone, Sophocles
*Henry IV, Part I, Shakespeare

*(Asterisked titles are pivotal and taught in all sections.)

Any one of the following:
*Richard II, Shakespeare
*The Merchant of Venice, Shakespeare
*Twelfth Night, Shakespeare
*Romeo and Juliet, Shakespeare

Everyman and Other Medieval Plays

Either of the following: (Narrative)
*Introduction to the Short Story, Boynton and Mack
*A Single Pebble, Hersey

Five Broadway Plays, Gow and Hanlon
Junior Miss, Chederov and Fields
High Tor, Maxwell Anderson
On Borrowed Time, Paul Osborn
The Barretts of Wimpole Street, Bealer
Abe Lincoln in Illinois, Robert Sherwood

New drama titles to be added:

English III (continued

Handbook: English Grammar and Composition, Warriner

Written Work: Each pivotal work is to be accompanied or followed by a written exercise in addition to quizzes. The written exercise may be an essay in test form or a separate paper. The principal aim of these papers, in addition to their educational function as tests of knowledge, is to strengthen the ability of the student to write clear exposition. (See the general introductory statement for the English section.)

B. English IV (World Literature)

Extends the work in mythology, poetry, and drama sufficiently to give meaning and perspective to the intensified study of American literature in English V, and to underlie the whole of the subsequent curriculum. English IV is the only course offered at Berkeley High School which ranges widely through the literatures of the world.

Mythology -- *The Iliad and/or the Odyssey make practical use of the intensive preparation in mythology undertaken in English III.

Poetry -- *Modern American and British Poetry by Untermeyer is the principal text, but whereas the American poetry is emphasized in English III, the British poetry is emphasized in English IV.

Drama -- *Macbeth, Shakespeare
*The Emperor Jones (From Three Plays by O'Neill)

Critical emphasis is placed on similarities and differences in the tragic concepts of the Greeks and the Elizabethans. (This background proves valuable in English VI in the study of the Novel, especially the novels of Hardy and Conrad.)

*Best Russian Short Stories, Seltzer, Editor

New drama titles to be added:

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Narrative -- *Literature of the World, James et al. This anthology, divided into units:

Stories and Tales from the Past
Stories of the Twentieth Century
Biography and Autobiography
Drama
Poetry
Adventure Around the World
Meetings of Cultures
People and Places
No Man is an Island

was originally purchased for use in IV.2, but it is so good that the department wished it to be made available for IV.1.

English IV (continued)

Either of the following:
*Introduction to the Short Story, Boynton and Mack
*A Single Pebble, Hersey

C. English V (American Literature)

Intensifies the study of American literature, the primary emphasis being placed on each literary work as an aesthetic and intellectual product. If such emphasis is to be successful, the student must understand the cultural climate in which each work was produced. The especially able student, the one who has amply demonstrated his ability to analyze a literary work critically, relating it to the general thought of the times and evaluating it aesthetically, may then be encouraged to a more personal appreciation; but the average student in English V will undoubtedly need to concentrate primarily on improving his powers of critical analysis of the literature presented. In order to facilitate this growth in the student's ability to understand the material and analyze it critically, the teacher presents a good deal of background material, such as cultural history and literary trends.

Mythology is used primarily in the analysis of literary allusion in V.

In teaching Poetry THE DEPARTMENT RECOMMENDS THAT SPECIAL ATTENTION BE GIVEN TO THE PARTICULAR ASPECT MOST EVIDENT IN THE POETRY BEING STUDIED. For example, Poe's poetry would provide opportunity for a refresher course in metrics, Dickenson's for imagery, etc.

Reserve Bookroom Readings Anthology
The Literature of the United States, Blair, Hornberger & Stewart
(Selected readings from copies on reserve)
Adventures in American Literature, Harcourt

Novel -- Four Great American Novels

*The Scarlet Letter, Hawthorne
Billy Budd, Melville
*Huckleberry Finn, Twain
*Daisy Miller, Henry James

(Single Text)
*The Great Gatsby, Fitzgerald
Of Mice and Men, Steinbeck
*Intruder in the Dust, Faulkner

Poetry -- Selections by the teacher
*Collected Poems, Robert Frost
*Leaves of Grass, Whitman

Drama -- *The Crucible or Death of a Salesman, Arthur Miller

Handbook -- English Grammar and Composition, Complete Course, Warriner

D. English VI.1

Concentrates on a single literary form, the novel. A close study is made of the development of the long narrative, from the Italian novella and the novel's picaresque beginnings in Spain to the "stream of consciousness" novels of the twentieth century. Necessarily, such a broad study merely touches upon some selected examples, and is more directed toward an insight into the human comedy and the reader's place in it than to a scholarly study of the novel as a literary form.

Six novels are read and studied closely by all students. At least three other novels are expected to be read either from text supplied by the teacher or from selected bibliography.

*Lazarillo de Tormes, Anon.
*The Castle of Otranto, Walpole
Great Expectations, Dickens
Joseph Andrews, Fielding
*Wuthering Heights, Bronte
*Tess of the D'Urbervilles, Hardy
The Picture of Dorian Grey, Wilde
*The Nigger of the Narcissus, Conrad
Green Mansions, Hudson
*The Quiet American, Greene
Sons and Lovers, Lawrence

*Considered as pivotal works to be read by all students.

E. English VII

Is now the first semester of a one-year sequence in English poetry and drama. Roughly, the course deals with selected examples of poetry and drama from Chaucer to William Blake.

The story of Beowulf is told, and some examples of the language are studied in recorded form, primarily as examples of the way old English is presumed to have sounded.

Chaucer is a principal focus. Prologue to the Canterbury Tales is read in Middle English, together with The Knight's Tale, the Prioress's Tale, the Prologue to the Nun's Priest's Tale, the Nun's Priest's Tale, and the Epilogue to the Nun's Priest's Tale.

Edmund Spenser is studied very briefly, with examples from the Shepherd's Calendar: January and December, Sonnets III, XVI, and LXXXV from The Amoretti, The Epithalamion, and Cantos I, IX, XI, and XII from Book II of The Faerie Queene.

*(Asterisked titles are pivotal and taught in all sections.)

English VII (continued)

John Donne is represented by selections from the Songs and Sonnets:

Go and Catch a Falling Star
The Sun Rising
Sweetest Love I Do Not Go
A Valediction of Weeping
Love's Alchemy
A Valediction Forbidding Mourning
Good Friday, 1613
Riding Westward
Death be not Proud
A Hymn to Christ
Hymn to God My God in My Sickness

John Milton is studied in some detail:

On the Morning of Christ's Nativity
L'Allegro
Il Penseroso
Selected Sonnets "How Soon Hath Time," and others of the teacher's choice
Paradise Lost - Book I

John Dryden is examined briefly with:

MacFlecknoe
To the Memory of Mr. Oldham
Alexander's Feast: or, The Power of Music

Jonathan Swift is studied briefly:

An Argument Against Abolishing Christianity
A Description of the Morning
Other selections of the teacher's choice

Alexander Pope with:

Ode on Solitude
Argus
An Essay on Criticism
The Rape of the Lock

Samuel Johnson and William Blake with selections of the teacher's choice.

All of the above selections are preceded by Introductions to be read by all students. All are from Volume I of MASTERS OF BRITISH LITERATURE.

From the following available materials, the asterisked titles are pivotal:

Drama (single texts)
*Hamlet, Shakespeare
King Lear, Shakespeare

English VII (continued)

Four Plays, Shaw
Nine Great Plays from Aeschylus to Eliot

*Agamemnon, Aeschylus
*Volpone, Johnson
*Oedipus Rex, Sophocles (if not studied in the tenth grade)
The Would-Be Invalid, Moliere
The Enemy of the People, Ibsen
The Cherry Orchard, Chekhov
Pygmalion, Shaw
*Murder in the Cathedral, Eliot
The Way of the World, Congreve

Poetry (criticism)
English Poetry: Its Principles and Progress, Gayley
Understanding Poetry, Brooks and Warren

Written work:

At least one essay in either examination format or separate essay on Chaucer, Donne, Milton, Shakespeare, Aeschylus, Johnson, and Eliot. These papers are expected to show sound critical judgments, originality of thought and excellence of style. While the course is not directed toward creative writing, opportunity is given the student to express himself in poetry and in creative prose.

F. English VIII

Is the second semester of the VII-VIII sequence in English Poetry and Drama and follows the same general format.

From MASTERS OF BRITISH LITERATURE, VOLUME II, the following readings are pivotal:

Introductory material for each major author.

Wordsworth, William

Preface to the Lyrical Ballads
Lines Composed a Few Miles Above Tintern Abbey
The Lucy Poems
She Dwelt Among the Untrodden Ways
She was a Phantom of Delight
I Wandered Lonely as a Cloud
The Solitary Reaper
Ode: Intimations of Immortality, from Recollections of Early Childhood.

English VIII (continued)

Wordsworth, William

Sonnets:
- Composed upon Westminster Bridge
- The World is Too Much With Us
- September, 1815

Coleridge, Samuel Taylor

- Kubla Khan
- Christabel
- To William Wordsworth
- Biographia Literaria, Chapter XIV (Occasion of the Lyrical Ballads)

Lord Byron, George Gordon

- Prometheus
- Don Juan
  - From Canto I, p. 221
  - From Canto II, p. 235
  - From Canto III, p. 236
  - From Canto IV, p. 238
  - From Canto XI, p. 240
  - From Canto XVI, p. 242

Shelley, Percy Bysshe

- Hymn to Intellectual Beauty
- Ozymandias
- Prometheus Unbound
- Ode to the West Wind
- To a Skylark
- Adonais
- From a Defense of Poetry

Keats, John

- On First Looking into Chapman's Homer
- When I Have Fears
- To Spenser
- To Homer
- Six Odes
  - Ode to a Nightingale
  - Ode on a Grecian Urn
  - To Autumn
- La Belle Dame Sans Merci
- The Eve of St. Agnes

John Stuart Mill (Teacher's choice)

English VIII (continued)

Tennyson, Alfred Lord

Morte d'Arthur
Ulysses
The Eagle
Northern Farmer: Old Style
Northern Farmer: New Style
By an Evolutionist
Crossing the Bar

Browning, Robert

My Last Duchess
Cristina
Home - Thoughts, from Abroad
The Statue and the Bust
Andrea del Sarto
Rabbi Ben Ezra
Caliban Upon Setbebos
The Ring and the Book
  Book VII, Pompilia, p. 679

Arnold, Mathew

Mortality
Dover Beach
Preface to Poems
Culture and Anarchy
  From Chapter I. Sweetness and Light
  From Chapter IV. Hebraism and Hellenism

Yeats, William Butler

The Lake Isle of Innisfree
No Second Troy
The Wild Swans at Coole
Easter 1916
Sailing to Byzantium
Leda and the Swan
Among School Children
Crazy Jane Talks with the Bishop

Joyce, James

Selections from Dubliners:
  Ivy Day in the Committee Room
  Grace
  The Dead

Eliot, T. S.

The Love Song of J. Alfred Prufrock
Sweeney Among the Nightingales
Gerontian
The Waste Land
Ash Wednesday: III
Little Gidding

IV. NEW COURSES

A. Honors Tutorial in English

Is a pilot course to be offered in September, 1967. Its objectives spring from the committee's belief that individual students in the twelfth grade must be given every opportunity to develop scholarly techniques; to repair deficiencies in language and literary background; to review basic literary concepts; to engage in independent study; to discover and create for themselves new intellectual interests; to create new syntheses; to develop aesthetic judgment; and to discuss their discoveries with fellow students, instructors, and guest authorities.

Organizational Plan

The course design, based upon data in the Student's Interest Survey, proposes four broad areas of emphasis for the seminar:

Area I -- The first six weeks will be devoted to a controlled study of LIBRARY SKILLS FOR INDEPENDENT RESEARCH. It will be taught by librarians and instructors, and will be followed by HISTORICAL AND GEOGRAPHICAL BACKGROUNDS OF ENGLISH AND CONTINENTAL LANGUAGE AND LITERATURE, with special emphasis upon modes and styles of writing.

Area II -- LITERATURE OF THE OLD AND NEW TESTAMENTS, with emphasis upon the Book of Job, Psalms, etc.

Area III-- Modern Treatment of Legends and Tales from mythological, Biblical, historical, and literary tradition, poetry, drama, opera, etc.

Course Structure

Controlled assignments and research problems will be presented by instructors and librarians during the first six weeks only. Independent study, individual conferences, panel discussions, guest lecturers, evaluations, and symposia will occupy the last twelve weeks.

Honors Tutorial in English (continued)

Entrance Requirements and Class Size

Admission by screening process, consisting of examinations and interviews.

Limited to twenty students who have completed the above.

B. Modern American Literature*

Is a track 1 course open to H-12 students who have successfully completed English VII. The class is designed to provide an overview of Twentieth-century American writing, covering such representative authors as Norris, Anderson, Fitzgerald, Hemingway, Wolfe, Steinbeck, Warren, Wright, Ellison, and Salinger. Teaching approaches vary, but the class is essentially a student-centered senior seminar; in addition to treating assigned course materials, provisions are made for released time to encourage independent study.

*Offered on a pilot basis during the Spring of 1967; section enrollment limited to twenty students and selection determined by personal interview with interested students.

C. English Novel

Is essentially the same course as the old English VI.1; but, whereas the old VI.1 tended to be too rangy in student ability, forcing the teacher to adjust material essentially too difficult, now classes are to be made up only of students recommended from English V.1 classes, able to read at the level demanded by the materials and able to write with sufficient skill to organize and present critical thought.

Asterisked titles are pivotal.

The Sir Roger de Coverly Papers, Addison & Steele
The Vicar of Wakefield, Goldsmith
Silas Marner, George Eliot
*Lazarillo de Tormes, Anon. and/or *Moll Flanders, Defoe
Joseph Andrews, Fielding
*Pride and Prejudice, Austen
Vanity Fair, Thackeray
*The Return of the Native, Hardy
*Heart of Darkness, Conrad
*To the Lighthouse, Virginia Woolf and/or
*Portrait of the Artist as a Young Man, Joyce
*Brighton Rock, Graham Greene and/or *Sons and Lovers, Lawrence
The Common Reader, Book I, Virginia Woolf

New Humanities Course -- ARTS-LITERATURE-SOCIAL SCIENCES

For brief description of this contemplated Spring 1968 offering, please refer to History section, page H-17.

APPENDIX V

BERKELEY UNIFIED SCHOOL DISTRICT

RESPONSIBILITIES OF CURRICULUM ASSOCIATES

The major roles of curriculum associates are outlined below but the functions and duties will vary somewhat with the various subject areas and with the size and complexities of the department. Unless otherwise indicated the responsibilities of the curriculum associates cover grades 7-12.

I. Position of Curriculum Associates Within the Framework of Organization

A. Each curriculum associate teaches one or more periods per day and as a teacher he is directly responsible to the principal.

B. The curriculum associate serves as department chairman in the school where he teaches and in this capacity he is responsible directly to the principal.

C. In matters not related to the school in which he teaches he is responsible to the director of secondary education.

D. When working with department heads and with teachers in schools other than his own the curriculum associate should clear all matters affecting administration with the respective principals.

II. Coordination and Articulation

A. The curriculum associate is responsible for the logical and systematic sequence in course content for grades 7 through 12.

B. He will work with the elementary consultants in his field to secure articulation between the elementary and secondary schools.

III. Curriculum Study and Development

A. The curriculum associate will help teachers to keep abreast of new developments in the field; this may be done through district-wide department meetings, discussions, bulletins and suggested reading.

B. He will establish curriculum committees in each subject area and ensure that there is a regular evaluation of the content of courses.

III. Curriculum Study and Development (Cont'd)

C. He will see that minor changes in the curriculum are made when necessary and refer suggested major changes to the principal and the director of secondary education. He will supervise the work of course revision and the development of new courses.

D. He will establish and maintain systematic department-wide testing and evaluation; this need not be frequent but it should be regular and it should be done in every subject where it is practical.

E. He will keep abreast of textbook revisions and new publications and make recommendations for new adoptions when these are desirable.

IV. Improvement of Instruction

To help bring about improvement of instruction the curriculum associate will:

A. Observe classroom teaching from time to time, particularly in the case of new teachers.

B. Assist in the rating of probationary teachers in all secondary schools.

C. Review and aid in the development of lesson plans and study guides.

D. Arrange for some of the in-service training for new teachers in order that they may adjust more readily to the school.

E. Be ready to advise regarding the selection and placement of new teachers.

JNR:cr
June 28, 1965

APPENDIX VI

June 29, 1965

BERKELEY UNIFIED SCHOOL DISTRICT

RESPONSIBILITIES OF DEPARTMENT CHAIRMEN

In each secondary school there will be department chairmen in all departments where there are four or more teachers or where there is a definite need. The curriculum associate will serve as department chairman in the school in which he teaches. The major functions of the department chairman are outlined below:

I. Teaching

A. Each department chairman will teach five classes or the equivalent.

B. The department chairman will not be given study hall assignments or other assignments not clearly related to his work as department chairman unless special circumstances make this desirable.

II. Planning and Budgeting

The department chairman will:

A. Prepare budget requests with the assistance of teachers in the department.

B. Assemble information necessary to order books, supplies and equipment and make certain that all things ordered are received.

C. Assist in making and adjusting the school's master schedule.

III. Improvement of Instruction

The department chairman will:

A. Observe classroom teaching as time permits with special attention to beginning teachers; the purpose will be to give guidance and assistance.

B. Assist in the rating of probationary teachers within the department.

C. Assist teachers in the handling of discipline problems which are related to teaching.

D. Conduct department meetings; these should normally be planned in consultation with the curriculum associate unless for the purpose of meeting purely local school problems.

JNR:cr

APPENDIX VII

"IMPROVING COMMUNICATION SKILLS"

INSERVICE TRAINING FOR TEACHERS - BERKELEY UNIFIED SCHOOL DISTRICT

The Calendar 1966-67

October 18	Dr. R. Van Allen, University of Arizona - "Language Experience Approach to Reading"
October 25	Dr. William Martin, Jr., Editor, Elementary Materials, Holt, Rinehart and Winston - "Catch a Skylark While He Sings"
November 8	Dr. Charles G. Hurst, Jr., Howard University, Washington, D. C. - "Teaching English as a Second Language"
December 6	Mrs. Margaret S. Woods, Seattle Pacific College, Seattle, Washington - "Creative Education"
January 10	Mrs. Velma B. Clarke, Mrs. Gladys Fichett, Elementary Consultants, Merced County Schools - "Classroom Application of Language Experience Approach"
January 24	Dr. Robert Ruddell, University of California, Berkeley, California - "Linguistics and Language Concepts"
February 7	Miss Virginia Reid, Elementary Supervisor, Oakland Public Schools, - "Literature for Today's Children"
February 21	Mr. William H. Miller, Diablo Valley College, Pleasant Hill, California "An Approach to the Writing Process: Developing Pendant Clauses"
February 28	Miss Ursula Hogan, University of California, Davis, California - "Listening in an Oral Culture"
March 28	Dr. Jeannette Veatch, Jersey City State College, Jersey City, New Jersey "Developing an Individualized Reading Program"
April 4	Exhibit of teacher-made materials and pupils' work
April 11	Dr. Fannie Shaftel, Stanford University, Palo Alto, California - "On Role-Playing"
April 25	Examples of how teachers have incorporated Negro History and Intergroup Education in Language Arts Program
May 9	Open Evaluation

APPENDIX VIII

Berkeley Unified School District Workshop on Educational Innovation and the Flexible Curriculum

Topics

1. Need for Change and Innovation in Education
   Characteristics of an Innovating Teacher
2. How to Begin Educational Innovation and Public Relations
3. Team Teaching - Organization of Faculty
   Function of Teams
   Types of Teams
4. Definition of Terms, Authors, Schools, Bibliography
5. Flexible Schedules - The Answer to Rigid Time
6. The Functions and Purposes of Large Group Instruction
7. The Functions and Purposes of Small Groups and Seminars
8. The Functions and Purposes of Independent Study
   Types of Resource Centers
9. Programmed Instruction and Communication Media
10. A Flexible School Plant for Team Teaching and Flexible Schedule
11. Team Teaching and Flexible Schedule in the Elementary School
12. Performance Curriculum and Materials Model
13. A Creative Curriculum
14. Continuous Progress Programs to Meet the Needs of the Individual Student
15. Evaluation of Innovations
16. Kettering Project Involvement
17. Building a Daily Demand Flexible Schedule

Dates and Times

Mondays 3:30 - 5:30
September 26, 1966
October 24, 1966
November 7 & 21, 1966
January 23, 1967
February 6 & 20, 1967
March 6, 1967
April 10 & 24, 1967
May 8 & 22, 1967

Saturdays 9:00 - 1:00
October 15, 1966
December 10, 1966
January 14, 1967
April 1, 1967

For further information call Dr. Joseph N. Rodeheaver, Director of Secondary Education, or Mr. Arthur Shearer, Willard Junior High School, or attend the first meeting at Willard on Monday, September 26, at 3:30 p.m.

JNR:cr:eb
Sept. 15, 1966

APPENDIX IX

LITERATURE CENTERED CURRICULUM
KINDERGARTEN

(Classification of Literature, written into a single Kindergarten Packet for the Teacher. See "Biography of Kindergarten and Elementary School Core Texts" for additional story collections and poetry books needed to accompany these units to provide a balanced kindergarten program.)

Folk:
Ask Mr. Bear
The Shoemaker and the Elves
The Duchess Bakes a Cake
Henny Penny and Chicken Little
Journey Cake, Ho!

Fanciful:
The Girl in the White Hat
Play With Me
Bedtime for Francis
The Little Giant Girl and the Elf Boy
Curious George Gets a Medal
If I Ran the Zoo
Caps for Sale
The Pussy Who Went to the Moon
Tobias and His Big Red Satchel

Animal:
The Story of Babar: The Little Elephant
Angus and the Ducks
Blueberries for Sal
Make Way for Ducklings
Little Bear
The Biggest Bear

Animal Poetry:
Johnny Crow's Garden
Frog West a-Courtin'
Little Bear's Friend
Little Bear's Visit
Bruno Munari's Zoo
The Rooster Crows

Adventure:
Three Little Animals
Wait for William
Away Went Wolfgang

Myth:
Andy and the Lion

Fable:
The Boy Who Cried Wolf
Fables of Aesop
Aesop's Fables by Ann Terry

Other Lands and People:
Happy Lion
The Story about Ping
Mono's Kittens
Umbrella

Personification and Machines:
Katy and the Big Snow
Mike Mulligan and His Steam Shovel
Hercules: The Story of an Old Fashioned Fire Engine
Little Toot
Loopy
The Little Engine That Could

Everyday Biography:
Red Mittens
Mop Top
The Happy Birthday Present
The Snowy Day
Man Who Didn't Wash His Dishes
A Good Place to Hide
Where's Andy?
The Sleepy Village

ABC and Counting Books:
ABC Picture Book
In a Pumpkin Shell: A Mother Goose
Ape in a Cape
ABC Book
The ABC Bunny
Bruno Munari's ABC
Curious George Learns the Alphabet

Mother Goose:
Ring O'Roses
A Pocket Full of Posies: A Merry Mother Goose
Book of Nursery and Mother Goose Rhymes
Hilary Knight's Mother Goose
The Tenggren Mother Goose Book
Real Mother Goose

LITERATURE CENTERED CURRICULUM

ELEMENTARY SCHOOL UNITS

Types of Literature Grade	FOLK	FANCIFUL	ANIMAL	ADVENTURE
1	Little Red Hen Three Billy Goats Gruff The Gingerbread Boy *	Little Black Sambo The Tale of Peter Rabbit Where the Wild Things Are	Millions of Cats The Elephant's Child How the Rhinoceros Got His Skin The Story of Ferdinand	Little Tim and the Brave Sea Captain The Little Island
2	Little Red Riding Hood The Three Pigs The Three Bears	And to Think That I Saw It On Mulberry Street	Blaze and the Forest Fire How the Whale Got His Throat The Beginning of the Armadillos The Cat That Walked by Himself	The 500 Hats of Bartholomew Cubbins The Bears on Hemlock Mountain
3	Sleeping Beauty Cinderella Mother Holle	The Five Chinese Brothers Madeline Madeline's Rescue	The Blind Colt How the Camel Got His Hump How the Leopard Got His Spots The Sing-Song of Old Man Kangaroo	Winnie the Pooh Mr. Popper's Penguins
4	Febold Feboldson Windwagon Smith	Charlotte's Web	Brighty of the Grand Canyon	Homer Price
5	Tall Tale America Rapunzel Woodcutter's Child The Three Languages	The Snow Queen The Lion, The Witch, and The Wardrobe	King of the Wind	The Merry Adventures of Robin Hood Island of the Blue Dolphins
6	The Seven Voyages of Sinbad	Alice's Adventures in Wonderland and Through the Looking Glass A Wrinkle in Time	Big Red	The Adventures of Tom Sawyer

* Brackets indicate single unit composed of two or more selections. Units listed by titles only. See Bibliography of Core Texts for complete information.

LITERATURE CENTERED CURRICULUM

ELEMENTARY SCHOOL UNITS -- Continued

Types of Literature	MYTH	FABLE	OTHER LANDS AND PEOPLE	HISTORICAL	BIOGRAPHY
Grade 1	The Story of the First Butterflies The Story of the First Woodpecker	The Dog and His Shadow The City Mouse and the Country Mouse	A Pair of Red Clogs		They Were Strong and Good George Washington
2	The Golden Touch	The Hare and the Tortoise The Ant and the Grasshopper	Crow Boy	Caroline and Her Kettle Named Maud	Ride on the Wind
3	Daedalus and Icarus Clytie and Narcissus	Chanticleer and the Fox Bremen Town Musicians	The Red Balloon	The Courage of Sarah Noble	Columbus and His Brothers
4	Hiawatha's Fasting Theseus and the Minotaur Arachne Phaeton	Jacobs: The Fables of Aesop	A Brother for the Orphelines	Little House on the Prairie Matchlock Gun	Willa Leif the Lucky
5	Baucis and Philemon Ceres and Proserpine Atlanta's Race Jason Hercules	Bidpai Fables Jataka Tales	The Door in the Wall	Children of the Covered Wagon This Dear-bought Land	Dr. George Washington Carver, Scientist
6	The Children of Odin The Hobbit	The Wind in the Willows	Hans Brinker or The Silver Skates Secret of the Andes	King Arthur	Cartier Sails the St. Lawrence Carry On, Mr. Bowditch

STORIES THAT SHOULD BE THE COMMON HERITAGE OF EVERY AMERICAN CHILD
(Compiled by Elementary Librarians of Montgomery County, Maryland)

MAKE WAY FOR DUCKLINGS -- McCloskey
STORY ABOUT PING -- Flack
THE STORY OF FERDINAND -- Leaf
LITTLE TOOT -- Gramatky
MIKE MULLIGAN AND HIS STEAM SHOVEL -- Burton
MILLIONS OF CATS -- Gag
LAVENDER'S BLUE -- Mother Goose
LITTLE ENGINE THAT COULD -- Witty
THE TALE OF PETER RABBIT -- Potter
CAPS FOR SALE -- Slobodkin
FIVE CHINESE BROTHERS -- Bishop
THE BIGGEST BEAR -- Ward
THE LITTLE HOUSE -- Burton
MADELINE -- Bemelmans
500 HATS OF BARTHOLOMEW CUBBINS -- Seuss
WORLD OF CHRISTOPHER ROBIN -- Milne
CHIMNEY CORNER FAIRY TALES -- Hutchinson
ANDY AND THE LION -- Daugherty
STORY OF BABAR -- Brunhoff
PETUNIA -- Duvoisin
WORLD OF POOH -- Milne
UNCLE REMUS STORIES -- Harris
MR. POPPER'S PENGUINS -- Atwater
HENRY HUGGINS -- Cleary
LITTLE HOUSE IN THE BIG WOODS -- Wilder
THE COURAGE OF SARAH NOBLE -- Dalgliesh
MISTY OF CHINCOTEAGUE -- Henry
HUNDREDS OF DRESSES -- Estes
TIRRA LIBRA -- Richards
HORTON HATCHES AN EGG -- Seuss
CHARLOTTE'S WEBB -- White
RABBIT HILL -- Lawson
JUST SO STORIES -- Kipling
ALICE'S ADVENTURES IN WONDERLAND -- Carroll
THE MOFFATS -- Estes
VOYAGES OF DOCTOR DOOLITTLE --Lofting
PETER PAN -- Barrie
FAIRY TALES OR IT'S PERFECTLY TRUE -- Andersen
PETERKIN PAPERS -- Hale
THE GOLDEN TREASURY OF POETRY -- Untermeyer
SMOKY -- James
THE BORROWERS -- Norton
THE GOOD MASTER -- Seredy
HOMER PRICE -- McCloskey
THE SECRET GARDEN -- Burnett
BEN AND ME -- Lawson
MARY POPPINS -- Travers
WIND IN THE WILLOWS -- Grahame
WONDER BOOK AND TANGLEWOOD TALES -- Hawthorne
ARABIAN NIGHTS -- Lang
CADDIE WOODLAWN -- Brink
HITTY -- Field
JOHNNY TREMAIN -- Forbes
CALL IT COURAGE -- Sperry
INVINCIBLE LOUISA -- Meigs
ADVENTURES OF TOM SAWYER -- Twain
LITTLE WOMEN -- Alcott
BLUE WILLOW -- Gates
TALL TALE AMERICA -- Blair
ABE LINCOLN GROWS UP -- Sandburg

APPENDIX X-A

TO: All Elementary Principals August 8, 1966

FROM: Harriett G. Wood, Dir. of Elementary Educ.

SUBJECT: The Remedial Reading Program

We are pleased that because of a successful tax election, our Remedial Reading staff will increase from nine to 19 for the 1966-67 school year. Each elementary school is also receiving additional staff and is experimenting with scheduling in a variety of ways to provide preparation and planning time for each teacher.

The purpose of this letter is to remind you that inservice training sessions will be provided for the Remedial Reading teachers on Friday afternoons again this year. This means that these teachers will not be available for service in your buildings at those times and you should schedule accordingly.

Enclosed are guidelines which were developed by Russell Saunders and the Remedial Reading teachers to help us utilize their training and experience in a wise way.

We hope that the plans for your school comply with these so that we can serve you most effectively. These suggestions were discussed with some of you individually and in small groups earlier this year, and they will be placed on the agenda of a principals' meeting early this fall semester.

Memorandum to All Elementary School Principals

On June 17 five years of remedial reading service were concluded in Berkeley. During the five years the Remedial Staff has evaluated the effectiveness of the service to the schools. This evaluation has been continuous and has terminated in the following statement which outlines the kinds of service the Staff feels it can realistically expect to offer next year.

I. Remedial teachers can help the classroom teachers learn to do a better job of teaching reading.

Rationale--Remedial teachers assume that their own teaching can be improved. Likewise, classroom teachers must make the same assumption. Since remedial teachers are constantly evaluating methods and materials to improve instruction, they are in a unique position to recommend new methods and materials to effect change. The District's policy of holding weekly in-service workshops for the remedial staff has helped them to do a better job of helping teachers.

The R.R. teacher may spend a block of time helping classroom teachers. (See insert 1) R.R. teachers would prefer to delay small group instruction until later when they can give full time to diagnosis and instruction. Newly appointed remedial teachers should probably start the school year by giving small group instruction and delay helping classroom teachers until they feel more secure in their new jobs.

II. Remedial teachers can give supplementary instruction to small groups removed from the classroom. (Remedial help is viewed as a supplement to the regular classroom developmental reading program, not a substitute for it.)

Rationale--Nearly all pupils lagging in reading achievement need more than the one period of reading instruction given in the classroom. They require additional instruction time. When it is given, our records show that pupils make a medial gain of one year in reading ability.

If--remedial teaching is not supplementary the following problems have developed in Berkeley:

a. The practice of making the remedial teacher another teacher of reading during the reading period leads inevitably to larger groups and then to larger total enrollments of pupils than classroom enrollments (20% to 50% larger). This practice tends to undermine the remedial teacher's ability to diagnose and meet individual needs. Usually there is a concomitant increase in the number of emotional problems the remedial teacher must deal with. Finally, scheduling is more difficult since ability grouping has to be worked around somewhat rigid, daily reading periods.

b. In over half of the elementary schools there is not enough physical space to accommodate large groups of pupils.

c. Pupils experience less success in a program which promised success. Only 10% to 30% make average gains.

d. Teacher morale suffers--resulting in discouragement and requests for transfer. Teachers, like the pupils they teach, need feedback about the results of their efforts.

III. Remedial teachers can give motor-perceptual training to pupils who need this kind of instruction.

Rationale--Pupils with motor-perceptual lacks frequently have learning problems. There is increasing evidence that training in motor-perceptual skills results in improved learning, i.e., increased attention span, improved laterality-directionality-binocular coordination-body balance-visual motor coordination, and handwriting.

Most remedial teachers are prepared to give this help to pupils who need it and are prepared to guide and help classroom teachers who wish to learn these training techniques.

IV. Remedial teachers can tutor pupils with a reading disability.

Rationale--Some pupils need a one-to-one relationship with a skilled teacher to get off the ground in reading. After a period of time the pupil may be ready to work with other pupils in small group instruction or he may be ready to return to the classroom with no further help required.

OUR POINT OF VIEW

A statement of philosophy about teachers of reading should include a description of the teacher, the tools he uses, and the future of reading instruction.

The Teacher

We feel that the most important element in quality reading instruction is the teacher. This person must like children, must recognize that children differ in their emotional and intellectual needs and that children come to us with differing frames of reference.

This teacher recognizes that all pupils have both, strengths and weaknesses in reading skills. The teacher's first job is to identify these areas and then to select materials and methods suitable for each pupil.

The Materials and Methods

The selection of materials and methods is crucial because choices must be made to fit the pupil's learning style. Materials and methods must be paced at the pupil's learning rate. To do this requires an ability to observe, diagnose, and select.

To select, the teacher must keep abreast of new materials and methods. This requires imagination, inventiveness, and flexibility if the teacher intends to improve her effectiveness as she deals with pupils and reading problems.

The Future

We anticipate that several trends will be evident in education in the near future:
1. Teachers will be brighter. 2. Teachers will be better trained to teach reading.
3. Class size will be smaller.

With these anticipated trends there should be less need for remedial reading teachers. The remedial teacher's role will be limited to a highly specialized tutorial or clinical program. This program will focus on teaching pupils with perceptual and emotional handicaps. Meanwhile, the classroom teacher, now more skilled in teaching reading, can be expected to teach most of the pupils in his class.

Insert #1

The following duties could be assumed by the remedial teacher if she felt capable of assuming them:

to meet with teachers during the prep periods to help them with the preparation of materials and to present new ways of solving instruction problems.

to evaluate reading needs of pupils, i.e., to determine appropriate instruction levels, to assess strengths and weaknesses in word attack skills, to provide enrichment ideas, and to help with ability grouping.

to observe and evaluate classroom teaching practices.

to demonstrate teaching techniques

to release one teacher to observe another

to present in-service course work with credit

to help maintain a professional library in each school

to keep the staff appraised of new ideas and methods in reading

It is repeated for emphasis here, that in the new program proposed for this fall, newly appointed remedial teachers may not be expected to launch headlong into all the duties described above. In our experience in in-service training of teachers there is a period of approximately one year when remedial teachers must become oriented to their new roles and the staffs in each school must learn to see their former classroom colleagues in a new light. It is our feeling that there are readiness levels in teachers as there are in the pupils they teach. When we respect this principle in practice then we can usually be assured of successes in our endeavors.

8/8/66

APPENDIX X-B

BERKELEY UNIFIED SCHOOL DISTRICT

TEACHER INFORMATION SHEET
for
REMEDIAL READING PROGRAM IN THE ELEMENTARY SCHOOLS

Phase II: Small Group Instruction

PHILOSOPHY OF THE PROGRAM

Remedial reading instruction is given by the remedial teacher to individual or small groups. Pupils leave their classrooms for this instruction. It is supplementary to classroom reading instruction and is to be distinguished from corrective reading which is taught by the classroom teacher in the regular classroom and is not necessarily supplementary instruction. The remedial program is preventative in purpose. It is preventative because pupils with reading disabilities are identified early in their school careers, and hopefully the disability is remedied before the pupil reaches junior high school when efforts at remedial teaching are often difficult because of the degree of retardation and negative attitudes.

The remedial case is one whose reading problem cannot be adequately handled in the classroom. Remedial teachers have been assigned to the seventeen elementary schools in Berkeley. Teachers are encouraged to refer pupils for remedial instruction who meet the criteria described in "Criteria for the selection of pupils for the remedial reading program." Referral forms are available in the principal's office or may be obtained from the remedial teacher. The completed referral form requires the signatures of the classroom teacher, the principal, and the school nurse. Teachers are cautioned to read the eligibility criteria carefully before completing the referral and before submitting it to the school principal for approval.

For corrective cases the remedial teacher is available for consultation concerning methods and materials which may be used in the classroom. Suggestions for specific materials and techniques are presented in the publication, ELEMENTARY READING GUIDE.

II. CRITERIA FOR THE SELECTION OF PUPILS FOR THE REMEDIAL READING PROGRAM

A. Grade Levels Served

Efforts are concentrated in grades two, three, and four to correct reading deficiencies as early as possible and to prevent problems from becoming acute. Some pupils in grades five and six also receive help. Occasionally first-grade pupils receive instruction--especially during the last half of the school year when pupils who are making below-average progress are identified by the classroom teacher.

B. How to Determine Eligibility or "Need."

1. The pupil referred should have sufficient ability to profit from instruction as measured by tests or determined through observation.

When selecting pupils for referral give first priority to those who show the greatest potential for making the most improvement in the shortest time.

Pupils referred for diagnosis will be given a non-reading type group intelligence test or an individual intelligence test. All pupils whose I.Q. scores fall within a -1 standard deviation to a +1 standard deviation (or higher) about the mean will be considered the selection group. This group will also be given a listening comprehension test to determine listening capacity and understanding of the spoken word. The results of the I.Q. test and the listening test will be used to determine a pupil's eligibility for remedial instruction.

WHEN INTELLIGENCE TEST SCORES ARE NOT AVAILABLE OR ARE THOUGHT TO BE UNRELIABLE DUE TO KNOWN PERCEPTUAL HANDICAPS, PHYSICAL DISABILITIES, OR EMOTIONAL HANDICAPS, THE JUDGMENT OF THE PROFESSIONAL STAFF SHOULD BE THE MAIN CRITERION IN THE SELECTION PROCESS.

2. The pupil referred should be reading one year or one-and-a-half years below grade placement.

Pupils in grades two and three whose instruction levels are one or more years below grade placement will be given priority in order of rank on the I.Q. and listening tests.

Pupils in grades four, five, and six whose instruction levels are one-and-a-half years or more below grade placement will be given priority in order of rank on the I.Q. and listening tests.

The following is a "Rule-of-Thumb" for determining whether or not a pupil is lagging behind in reading:

If grade placement is:	Instruction level should be:
2.0	Pre-primer or primer
3.0	2^{-1} or below
4.0	2^{-2} or below
5.0	3^{-2} or below
6.0	4^{-2} or below

3. The pupil referred should have no physical, emotional, or health problems which make instruction unwise at the present time.

   The pupil may, and frequently does, have some of these problems. Therefore, the professional staff will jointly decide whether or not the problems are serious enough to disqualify the pupil.

4. The pupil referred should be one whose reading problem cannot be adequately handled in a corrective program in the classroom.

   This means a pupil is eligible if the classroom teacher finds it unrealistic to expect to meet his needs with special materials adapted for classroom use and/or because of time limitations a teacher is unable to give adequate assistance.

5. The pupil referred should not be enrolled in classes for "Educationally Handicapped (464)."

   First priority will be given to pupils who need help with reading and do not qualify for classes for educationally handicapped. If vacancies remain after all pupils in this group have been enrolled, then educationally handicapped pupils may be enrolled.

II. HOW TO REFER PUPILS

The classroom teacher should discuss the problem with the principal or remedial teacher. If the pupil qualifies, then complete the form "Referral for Reading Diagnosis." Copies of this form are on file in the school office. After the remedial teacher has received the completed form, the pupil will be given a series of diagnostic tests. Later a conference will be held to discuss test findings and future action.

IV. NUMBER OF PUPILS WHO WILL RECEIVE INSTRUCTION

Each remedial teacher will have a case load of about thirty-five pupils which he will meet to instruct two to four times each week. Pupils will receive 120 minutes of supplementary instruction, weekly.

V. WHEN VACANCIES OCCUR IN THE REMEDIAL PROGRAM

Usually at the beginning of the school year. However, since identification is a continuous process, referrals should be completed when a teacher discovers a pupil who is having difficulty--even though the pupil cannot be immediately accommodated in the program.

VI. PUPILS WHO DO NOT QUALIFY FOR REMEDIAL INSTRUCTION

Not every pupil referred will receive remedial instruction. Sometimes test results show clearly that a pupil is working up to capacity or is physically or emotionally handicapped to the extent that additional help would not be profitable for the pupil and would not represent wise use of the remedial teacher's time. Sometimes pupils do not fit into any of the remedial reading groups with respect to appropriate instruction level and areas of weakness in reading skills. In these instances the pupil is accommodated at the earliest date when there is a vacancy. However, in some cases, pupils receive individual instruction.

VII. COMMUNICATION BETWEEN THE CLASSROOM TEACHER AND THE REMEDIAL TEACHER

There are two noteworthy features of the remedial reading program -

1. The remedial program as conceived in Berkeley is supplementary because the remedial teachers augment classroom instruction. The program is not designed to take the place of the classroom reading program.

2. The second important feature of the program is a natural outgrowth of the first, namely, instruction is coordinated with classroom instruction. This means the remedial teacher keeps the classroom teacher informed of the kinds of instruction being given in his class. Coordination is possible through frequent conferences and notices to the classroom teacher. Teachers familiar with the remedial reading program are the first to agree that their responsibilities increase rather than diminish.

   By working within this structure it is hoped the primary goal of the remedial program will be realized, namely, to help the pupil make the greatest amount of improvement in the shortest possible time so that he may function effectively in the classroom and have no further need for remedial instruction.

9/66 Tentative Statement: rws

APPENDIX XI

Example of work done in remedial class at West Campus. It is one page from a magazine published twice a year; sold to the students for 25¢. Note that the teacher has used the writing of the children as it came to her.

(An excerpt from THE FLEDGLING - June 1966, p. 28)

Nothin' but Trouble

I have trouble at home   AND
Trouble at school.
I don't like to stay home....especially
at night or on the week in.
I smoke, and I can't stand the way they
talk about me (meaning my so-call family).
I can't read or spell, so
They laugh at me. But
I don't cair.
I don't want to lern no way.
I only stay at home because I have to.
I'm alway cuting period because
I no I have to stay home when I get there after school.

Once I wished I had a go-kart, but my
parents said it coast too much. So I tried to
get it from every friend I had, but it was
immossible. I had to give up.

COMMITTEE I - INSTRUCTIONAL PROGRAM

SUMMARY OF REPORT ON CREATIVE ARTS

Reader's Note: This summary is intended to note the most important points and recommendations of the report. For a complete understanding of the report it will be necessary to read the background information and rationale for each point. To facilitate this we have included a numerical reference after each summarized point which will direct the reader to the specific recommendation within the body of the report. The body of the report is divided into five parts; the numbering begins anew in each of the five parts.

PART ONE - PHILOSOPHY

A. The creative process, most evident in the arts, is essential to all invention and discovery.

B. Modern technology has released man to a new freedom of time and movement. This freedom creates our two most challenging questions:

1. How do we guide our children to use creatively the freedom that technology has given them?

2. How do we help our children to learn to love and to learn not to destroy their fellows, and in so doing, destroy themselves?

C. Art shows us man's development; each age projects its own image of man through its art. Modern man is laid bare, dissected--a vision of nothingness reflecting a spiritual void within our culture.

D. Art teaches historical awareness and tolerance; it teaches critical insight, enjoyment and appreciation of art and life.

E. A study of the arts is the gradual and deliberate accustoming of the feelings to strong sensations and precise ideas.

F. Great art always offers a choice: that of preferring strength to weakness, truth to softness, life to lotus-eating.

G. Our educational challenge: to provide answers to our initial questions. (B. 1 and 2 above)

PART TWO - THE CURRICULAR PROGRAM

A. ASSUMPTIONS

1. Art for the many, not the few.

2. Rightful place of the arts at the center, not the periphery, of the culture.

3. Arts not just a form of recreation, but central to man's well-being and happiness, essential to his growth.

B. RECOMMENDATIONS

1. Creative Arts instruction in drama, dance, art and music at all grade levels, for all students, grades K-12. (Rec. One)

2. Intense specialized training at secondary level for all students who will seek careers in creative arts.

3. That we begin creative arts training as early as possible. (Rec. One-A)

    a. Grades K-3; approximately one hour per day. (Rec. One-B)

    b. Grades 4-6; approximately 40 minutes per day. (Rec. One-E)

    c. Grades 7-12; approximately one class period per day (Rec. One-H, J)

    d. Throughout grades K-12, "Creative Arts Class" should be offered which would integrate the teaching of the arts whenever possible, and break down into specialty sections when necessary. As students decide to specialize in specific art areas, they should still return occasionally to the integrated experience classes to rediscover the inter-relatedness of all the arts. (Rec. One-B)

    e. "Creative Arts Class" is not to be viewed as lecture or historical survey, but as direct involvement, experience-oriented, working sessions in the arts. (Rec. One-B)

    f. We heartily endorse some sort of flexible scheduling. We suggest the time allowances in a, b and c above only as guides. Longer periods, less frequently, would be more desirable in many cases. (Rec. One-F)

    g. Lengthening of the school day is a possible solution to scheduling difficulties. (Rec. One-F)

4. A new conception of dance and drama with emphasis on spontaneity, improvisation and individual expression, rather than simply on technical skills for stage performance. (Rec. One-C)

5. Emphasis on the growth in process of the creative arts rather than on the end result of performance or exhibition. (Rec. Three-A, G)

6. Additional emphasis in elementary music on more genuinely creative activities; e.g., improvisation and composition. (Rec. One-D)

7. Continuation and expansion of the Kodaly music reading system. (Rec. One-E)

8. Full after-school arts programs, elementary and secondary. (Rec. One-G,I,K)

9. Greatly enlarged elective creative arts classes in all fields, grades 7-12. (Rec. One-H, J)

10. Elimination of concept of "extracurricular" activities in the arts; all activities perceived as evolving from the curriculum, therefore, "co-curricular" activities. (Rec. One-M)

11. Elimination of use of participation in creative arts activities as a punitive measure. (Rec. One-N)

12. Continuation of the "Berkeley Summer Project", experimental creative arts workshop developed as a model during the 1967 summer session, for possible ultimate expansion throughout the school district: classes in drama, communications, dance and art using the individual student personality as the primary vehicle for learning. Based partially upon the Philadelphia Creative Arts Workshop now being incorporated into the Philadelphia School System. (Rec. One-O)

13. Expanded programs of high quality student-body assemblies in all district schools (Rec. One-P)

14. Complete production subsidies for all creative arts presentations (Rec. One-Q)

15. If McKinley School is continued in its present composition, a complete creative arts program for its students. (Rec. One-R)

16. Elementary and secondary summer creative arts workshops for participation in the arts. (Rec. One-S)

17. Greatly expanded adult education creative arts offerings, especially in drama and dance; exploration of working with entire families in group activities. (Rec. One-T)

18. Taking school creative arts offerings to the communities; touring productions, exhibits, use of a flat-bed truck to facilitate performances in playgrounds, recreation centers, etc. (Rec. One-U)

19. Greater mobility of existing school productions for presentations in other schools in the District. (Rec. One-V)

20. Full use of rich community resources, including Recreation Department. (Rec. One-W, X)

21. Use of artistic, musical, and literary materials of the highest quality at all grade levels. (Rec. Two)

22. Classroom atmosphere one of maximum participation and exploration for the student. (Rec. Three)

    a. Problem-solving approach (Rec. Three-A)

    b. Definition of acceptable competition: competition with the artistic problem to be solved, not with other students. (Rec. Three-B)

    c. Non-authoritarian atmosphere, free from "right-wrong" judgments. All evaluations in terms of completeness of solution of artistic problems. (Rec. Three-E, G)

23. Gradual removal of letter grades, wherever possible. (Rec. Three-D)

24. Tracking in the creative arts classes should be avoided except in performing programs in which ability grouping is entirely necessary. Rec. Three-F)

25. Broad curricular development in all creative arts fields.

PART THREE - PERSONNEL

A. ASSUMPTIONS

1. Teachers must be highly trained in the creative arts.

2. Teachers must be flexible and willing to experiment.

3. Teachers must be non-authoritarian, warm, accepting, tolerant.

B. RECOMMENDATIONS

1. Use of qualified elementary classroom teachers to staff creative arts programs wherever possible. Employment of teacher-specialists in music and dance-drama wherever necessary to augment individual school staffs. (Rec. One-A, C, D)

2. Elementary art will continue to be taught by individual classroom teachers, assisted by at least two district art specialists to work directly in preparation of materials and with students. (Rec. One-B)

3. Arts majors in all positions above the elementary level, and sufficient staff hired to increase elective courses offered grades 7-12. (Rec. One-E)

4. Inservice training in all art fields. (Rec. One-F)

5. Attempt to develop within the staff a receptiveness to experience-involvement, integrated "Creative Arts Class" experience. (Rec. Two)

6. Active recruitment of finest creative arts teachers to fill vacancies. (Rec. Three)

7. Increased hiring of minority teachers in the creative arts. (Rec. Three-A)

8. Intergroup education for creative arts staff. (Rec. Three-A)

9. Making our outstanding arts programs known as models for educators everywhere. (Rec. Four-A)

10. Teachers encouraged to keep abreast of their fields. (Rec. Five)
    a. Improved salaries to allow summer time for arts teachers to practice in their art fields. (Rec. Five-A)
    b. Increased opportunity for sabbatical leave. (Rec. Five-C)

11. Broad teacher involvement in hiring, evaluation of other teachers, and selection of department administrators. (Rec. Six, Six-A)

12. Careful reevaluation of all existing teaching positions, in terms of reasonable work loads. A need exists to assess the after-school co-curricular activities. (Rec. Seven, Seven-A)

13. Development of elementary and secondary creative arts department structures to integrate the processes and concerns of the arts. (Rec. Eight, Eight-A,B,C)

14. Inclusion of Dance as an art in a comprehensive coeducational, K-12, creative arts program, although Physical Education may wish to continue dance activity additionally. (Rec. Eight-D)

15. Increased efforts to inform the community of arts programs, to inform school personnel of arts goals and programs, and to inform students of opportunities available to them through the arts. (Rec. Nine)

PART FOUR - PHYSICAL ENVIRONMENT

A. ASSUMPTION: Buildings and materials must be conducive to activities of the arts.

B. RECOMMENDATIONS

1. Development of creative arts complexes in every elementary school. Auditorium should be used; additional space will be necessary. Rec. One-A)

2. Development of creative arts centers in junior high schools will require expansion and additional classroom space. (Rec. One-B)

3. Junior high schools need fulltime theaters; should not be shared with cafeteria or other activities. Elementary auditoriums should be primarily for creative arts activities. (Rec. One-B)

4. Additional classroom space at West Campus is needed very much. (Rec. One-C)

5. East Campus requires additional classroom space for art and dance, and additional rehearsal space for drama and music. (Rec. One-D)

6. There will be a need for a creative arts complex at a new McKinley School when it is planned. (Rec. One-E)

7. Need for more classroom space for adult school. (Rec. One-F)

8. Acoustical needs of the arts are important: classes must be free to make as much noise as they wish. (Rec. One-G)

9. All theater facilities require repair and maintenance funds and also additional funds for capital outlay. (Rec. One-H)

10. Broad teacher consultation in all future building, repairing, remodeling, and redecoration of creative arts facilities. (Rec. Two)

11. Future building for flexibility. This is not an endorsement of the expedient "cafetorium" sort of concept. (Rec. Three)

12. Beauty should be of primary concern in all building and decorating. (Rec. Four)

13. Broad teacher involvement in all departmental budgetary matters. (Rec. Five)

14. Increased variety and quantity of arts materials. (Rec. Five-A)

15. Development of a high school creative arts resource center. (Rec. Five-B)

16. Increment of audiovisual materials in the arts. (Rec. Five-C)

17. All materials required by students for participation in the arts must be supplied free by the District. (Rec. Five-D)

18. Development of creative arts professional libraries in all schools. (Rec. Five-E)

PART FIVE - CONCLUSIONS

We conclude that the Berkeley schools must recognize the Arts as central to our lives and hence, to the school curriculum. Therefore, we should move swiftly and surely to make the philosophy and recommendations of this report realities for all those teaching in and those being educated by the Berkeley public schools.

REPORT ON CREATIVE ARTS

"Man learns through his senses. The ability to see, feel, hear, smell, and taste provides the means by which an interaction between man and his environment takes place. The process of educating children can sometimes be confused with developing certain limited predetermined responses. The curriculum in public schools tends to be little concerned with the simple fact that man, and the child too, learns through these five senses. The development of perceptual sensitivity, then, should become a most important part of the educative process. But, except for the arts, the senses are apt to be ignored. The greater the opportunity to develop an increased sensitivity and the greater the awareness of all the senses, the greater will be the opportunity for learning.

"We know too well that factual learning and retention, if it cannot be used by a free and flexible mind, will benefit neither the individual nor society. Education has often neglected these attributes of growth that are responsible for the development of the individual's sensibilities, for his spiritual life, as well as for his ability to live cooperatively in a society. The growing number of emotional and mental illnesses in this nation, the largest in any nation, as well as our inability to accept human beings first of all as human beings regardless of nationality, religion, race, creed, or color, is a frightening sign and vividly points out that education so far has failed in one of its most significant aims.

"While our high achievements in specialized fields, particularly in the sciences, have improved our material standards of living, they have diverted us from those values that are responsible for our emotional and spiritual needs. They have introduced a false set of values, which neglect the innermost needs of an individual. In a well-balanced educational system, in which the development of the total being is stressed, each individual's thinking, feeling, and perceiving must be equally developed in order that his potential creative abilities can unfold. Art education, introduced in the early years of childhood, may well mean the difference between a flexible creative human being and one who, in spite of all learning, will not be able to apply it, will lack inner resources, and will have difficulty in his relationship to the environment. Because perceiving, thinking, and feeling are equally stressed in any creative process, art may well provide the necessary balance for the child's intellect and his emotions."

From Creative and Mental Growth,
Lowenfeld, Brittain, 1964

PART ONE - A PHILOSOPHY FOR THE CREATIVE ARTS IN THE BERKELEY SCHOOLS

> "There is something antic about creating, although the enterprise be serious. And there is a matching antic spirit that goes with writing about it, for if ever there is a silent process it is the creative one. Antic, serious and silent. Yet there is good reason to inquire about creativity, a reason beyond practicality, for practicality is not a reason but a justification after the fact. The reason is the ancient search of the humanist for the excellence of man: the next creative act may bring man to a new dignity."
>
> From On Learning-Essays for the Left Hand,
> Jerome Bruner

"What shall we teach and to what end?" It seems convenient to divide what we are teaching into two categories: those subjects which train us in skills directed ultimately toward controlling our environment and those subjects which create and recreate the values of a culture.

Within the first we usually place the industrial arts, reading, arithmetic, and basic science. Within the second we place the study of literature and the creative arts. The first group teaches us the necessities for survival; the second teaches us the good life.

In spite of our initial categorization the goals we state for the creative arts should not be viewed as separate from those stated for other disciplines. In fact, we would hasten to say that our objectives are achieved only insofar as one can view the infinite possibilities of any category of human endeavor. We recognize the art and creativity involved in formulating an important equation or developing a more accurate view of the universe. We readily affirm that there is an art and a freedom utterly necessary to the useful disciplines. We say this here because we feel it is important in reading this report that the creative arts be viewed not as simply part of a very narrow sphere. The creative process, most evident in the arts, is essential to all invention and discovery.

The aim of the useful disciplines and skills has been to free man in time and energy from the demands of nature. How wonderful that from the smallest particle in the universe we can create the greatest energy. The heat from the atom can free a thousand men from shoveling coal; the same atom can unleash the power to destroy a hundred thousand men. The wonder of technology and the highest achievement of the useful disciplines has created the greatest dilemmas of man: how to use this knowledge in the wisest way and how to live fully and fruitfully in the new leisure technology has created. These become, then, the crucial problems in any attempt to formulate an educational philosophy: How do we guide our children to use creatively the freedom that technology has given them? How do we help our children to learn to love and to learn not to destroy their fellows, and in so doing, destroy themselves? To understand the role of the arts in answering these monumental questions we would first inquire into the nature of the arts and what a practice and study of the arts can accomplish.

Art, the collective reflection of a period, reveals to us in a striking and human way man's historical changes in religious, social, economic, and scientific developments. Every age projects its own image of man into its art. The whole history of art confirms this proposition; indeed this history is itself but a succession of images of man. A Greek statue is not just a shape in stone but the image of man in the light in which the Greeks lived. If we compare, feature by feature, the bust of a Roman patrician with the head of a medieval saint, we perceive two different images of the destiny and possibilities of being a man. The Roman head shows us the face of the imperium, of power and empire; the Christian head reveals the face of the Incarnation, the humility of the earthly transfigured by the divine. If we knew nothing of Taoism, we could still reconstruct from Chinese painting the Taoist conception of man and nature.

In modern art, man is laid bare: more than that he is flayed, cut into bits, and his members strewn everywhere, like those of Osiris, with the reassembling of those scattered parts not even promised, but only dumbly awaited. Our literature and art are increasingly concerned with the figure of the faceless and anonymous hero, who is at once every man and nobody. As an example, in the novels of Franz Kafka the hero is a cipher, an initial, a cipher with an overwhelming passion to find out his individual place and responsibility--things which are not given to him a priori and which he dies without ever discovering. The existence of this cipher who does not discover his own meaning is marginal, in the sense that he is always beyond the boundary of what is secure, stable, meaningful, ordained. Modern literature tends to be a literature of Jaspers' "extreme situation". It shows us man at the end of his tether, cut off from the consolation of all that seems so solid and earthly in the diurnal round of life. It seems solid and earthly so long as this round is accepted without question. Once questioned we are threatened by the void; the solidity of the so-called real world evaporates under the pressure of our situation. Our being reveals itself as much more porous, much less substantial than we had thought it--like those cryptic human figures in modern sculpture that are full of holes and gaps. We must recognize that the vision of nothingness with which modern art presents us does express a real encounter, one that is part of the historical destiny of the time. Creative artists do not produce such a vision out of nowhere. Nor in general do audiences or readers fail to respond to this vision of nothingness.

When a play like Waiting for Godet, in which nothingness circulates through every line, runs for months to packed houses in the cities of the world, we can only conclude that something is at work in the minds of men against which our traditions cannot wholly guard and which we will have to live through to the bitter end. Surely in our response to Beckett's play, we recognize something of our own experience in what we saw on the stage, some echo, however veiled, of our own emptiness and in Heidegger's phrase, our own "waiting for God". It is not only stuffy and pompous of us to reject these responses in artist and audience, but dangerously unintelligent, for to do so we forfeit our chance to find out where we stand historically.

The study of the creative arts gives us historical awareness: man's relation to his social, political, economic environment, his frustrations, needs, anxieties, ideals, desires. The study of the arts gives us the best sense of how rich, how diverse, how miraculous are the expressions of the human spirit through the ages. The communicative power of artistic forms that are utterly unlike and perhaps at first repellent to the beholder, shatters the provincial assumptions which nearly all of us inherit--namely that our ways of speaking, singing, and feeling are the only real human ways--others outside of ourselves seem outlandish and probably meaningless. Such a study develops tolerance, for it enlarges our narrow views of ourselves and our immediate environment. It drives us out of our egoism or solipsism. It develops our communicative facility, and increases our understanding of the "different".

The study of the history of the arts is needed, too, to develop critical insight; that critical insight which is ultimately necessary for the best kind of enjoyment and performance--even and especially by the amateur. We should note that perception is contagious. By involving us, it generates in us excitement, curiosity, and the desire to be pleased even before the nature of the pleasure is understood. And as we become involved we perpetuate art. Fostering art is not limited to maintaining a national gallery of old masters. That is only transporting art from one place to another. Fostering art means making opportunities for the immediate and active use and creation of it.

The study of the arts in their great manifestations is a gradual and deliberate accustoming of the feelings to strong sensations and precise ideas. It is a breaking down of self-will for the sake of finding out what life and its objects may really be like. And this means that the most esthetic matters turn out to be moral ones in the end. Great art offers a choice--that of preferring strength to weakness, truth to softness, life to lotus-eating. A study of and participation in the arts offer our children the qualities of strength and truth in pursuit of the good life, if we will make it possible for them to discover and experience man's greatest treasures.

Will we provide our children with the means to create and recreate? Will we permit them to see as we have not seen? Will we somehow teach them to shape and form their world actively into a new wonder of science and art, or will we, through shortness of vision, thinness of imagination, and our own educational shortcomings, reinforce their passivity in a culture which compromises human values?

And it is in these matters that education in the arts becomes a very practical necessity. For the arts work in a dynamic relationship to create a society's quality of life, what literary critic Northrop Frye calls its "vision of what humanity is capable of achieving." And it is just this quality we must improve if we are to succeed in dissolving the inequalities...and the dismal and illiberal ways of life that arise when society...does not have enough vision."

We stand now with our initial problems which grow more disturbing and critical with each moment that passes: How do we guide our children to use creatively the freedom that technology has given them, and how do we help our children to learn to love and to learn not to destroy their fellows, and in so doing, destroy themselves? And yet we stand now, too, with the opportunity to confront our dilemmas and to demonstrate our ability to solve them. Man is rational; he has it within his power to create just the sort of world he wishes.

PART TWO - CREATIVE ARTS IN THE BERKELEY SCHOOLS: THE CURRICULAR PROGRAM

> "The panel is motivated by the conviction that the arts are not for a privileged few but for the many, that their place is not on the periphery of society but at its center, that they are not just a form of recreation but are of central importance to our well-being and happiness. In the panel's view, this status will not be widely achieved unless artistic excellence is the constant goal of every artist and every arts organization, and mediocrity is recognized as the ever present enemy of true progress in the development of the arts."
>
> From The Performing Arts: Problems and Prospects
> Rockefeller Panel Report, 1965

The quotation above places the arts in the center, or at the hub of our culture, not at the edge where we are so accustomed to finding them. The Rockefeller panel determined that the arts were the most promising means of teaching us how to use our time, and how to use it in the pursuit of the good life. It is the view of that panel that the arts are central and essential to our "well-being and happiness". We extend this philosophy and state unequivocally our belief that the arts, consequently, are central and essential to any school curricular program.

In the final chapter of his book, In Defense of Youth (1965), the noted educator, Earl C. Kelley, discusses, "What Are the Fundamentals?" The following excerpt will serve us well to illustrate again the critical need for the arts:

> "If we are to look upon education as building whole people so that they can function in a democratic society, we must re-examine what is fundamental. I suppose if we were to ask almost anyone what the fundamentals are, he would cite the three R's, meaning reading, writing and ciphering... With a scientific approach to education we obviously need a new definition of what is fundamental. It seems to me that anything is fundamental without which the organism cannot thrive...
>
> "With this definition we can see that the so-called three R's are not fundamental. This has to be granted because we know so many people who have thrived without one or all of them. For example, a large percentage of our population including many college graduates, have almost no skill in mathematics. These people are considered successful because they have lived well...
>
> "The three R's are skills which facilitate living in our present society. They are, of course, desirable, and we should teach them as much and as well as we can, but they are not necessarily essential to the good life, and we should not teach them so insistently and so aggressively that we diminish the individual's ability to grow toward humanness.
>
> "Following is a list of six things which seem to be essential if the human organism is to thrive...
>
> 1) The first fundamental is other people. The infant is born with the equipment for becoming human. Nature provides that no human being shall be deprived of at least one other person. The human infant is born completely helpless and has to be cared for to survive... Thus nature provides another person for the beginning of life at least. This need is continuous throughout life, because the human potentiality for psychological growth is continuous.
>
> 2) In order to have other people we need good communication between at least one adult and the very young. This seems self-evident, but the whole business of communication is more complicated than has ordinarily been supposed... Communication is not a one-way affair... Teachers often labor under the delusion that to send, to lecture, to tell, is to communicate. There never is any communication until what is sent has been received, and the condition of the receiver is more important than what is sent... Sometimes in early infancy the avenues of communication become entirely closed, and such children are then called autistic. There are all degrees of communication, from the autistic to the open self.
>
> 3) In order to establish communication, to have other people, the human being must have other people in a loving relationship. If he is to develop into a person who can maintain human relationships, he must be a loving person...

If the infant is for some reason denied love in the beginning, he builds not love but hostility. This leads to isolation and deprivation of the stuff out of which adequate humans are built. This stuff, of course, is other people, and those who are driven into isolation are deprived of that which they must have if they are to be really human.

4) A fourth fundamental is that each person must have a workable concept of self. One needs to think well enough of himself so that he can operate. Perhaps none of us escapes the rigors of life without some damage to our concepts of our own selves... When a person does not think well of himself he is crippled and cannot do anything. Nobody can do anything unless he thinks he can.

This may seem at first to support the show-off, the egoist. But such a person behaves in this way because he feels his inadequacy keenly and is trying to cover up by aggressive action. He comes as far from the mark of good human relations as do those who withdraw.

Workable concepts of self are built by the life good to live, in full love and acceptance of one's fellows. The unloved and unwanted become crippled and cannot thrive.

5) Every human being, in order to develop his full potential, must have freedom. This requirement is evidently built into the organism. The effort humans have made to achieve freedom is well known from studies of the history of man from the very beginning. While many people have lived and died in various forms of slavery, the masters have always had to be repressive and have lived in fear that the spirits of those they opposed would break out in reprisal...

There is enough freedom within the social scene--without cooperative living--to provide for making choices. We do not have to accept either autocracy or anarchy. While the need for freedom seems to be present in all humans, the capacity to exercise it within the social scene has to be learned. It can be learned in an atmosphere of love, democracy, cooperation.

6) Every person needs the chance to be creative. This does not mean that everyone should paint a picture or write a symphony. Creativity occurs whenever a person contrives a new way out of a unique dilemma. It is simply meeting the problems of living and inventing new ways to solve them... Creativity is the growing edge of learning and living and is essential to any real life fulfillment. It can only take place in an atmosphere of freedom. In fact, freedom begets creativity; that is, when one is free he will naturally contrive. When he contrives, he is fulfilled. When he is fulfilled, he may be said to thrive.

"To those who still cling to the three R's as fundamental, I would say that the three R's are tools good to have, but that they never alone saved a boy from becoming delinquent. The most urgent needs of our youth go much deeper than the three R's. Indeed, the three R's cannot even be learned at all unless at least part of the above fundamentals are met...

"We will never solve the problem of the three R's, which seems to vex so many people, until we learn to live with our young in such a way that they can be open to receive such matters."

Kelley is not downgrading the three R's. Rather he is suggesting that certain fundamentals must be continually and continuously provided for if there is to be within the child an openness to all experience including the three R's.

We must submit that in-depth involvement in the arts directs itself to all of the six points Kelley outlines as "fundamental". Communication with other people is central to the creative process: art is communication. A fruitful artistic experience is dependent on two-way, open communication. The development of loving, human relationships are crucial to cooperation and toleration inherent in any artistic process. The creative artist cannot isolate himself from others; he must continually involve himself in the current milieu. The development of a positive self-concept, an affirmative image of individual worth, is absolutely essential to any work in the creative arts. Denied a workable self-concept the artist ceases to be capable of the creative act. A free, open, accepting, and tolerant working atmosphere is necessary for any truly creative experience. Rigid, externally-imposed discipline, dogmatism, or authoritarianism of any kind are diametrically opposed to the process of the arts. Furthermore, the arts, properly taught, can develop self-discipline and responsibility in our students as no other disciplines can. Finally, since we do not see the function of the arts primarily as training for professional actors, painters, singers and dancers, we can reasonably expect that our students' direct experience with the creative process will carry over to the students' entire range of endeavor.

Thus, if our authorities may be trusted, the creative arts provide the fundamentals common to all educational processes. If this report fails to convince the reader of the critical necessity of the arts in-depth for all, then it truly fails completely.

> "Few educators realize that dance, music, painting, design, and sculpture are forms of knowledge even though they do not express themselves in words. These arts can be talked about and facts can be assembled to describe their history and their characteristics which is what most educators want to do with them, but that is not the most important thing about them as far as education is concerned. The most important thing is the experience, the discipline and joy they give to those who engage in them and learn to value them...
>
> "It is for this reason that the arts, since they have most directly to do with the development of sensibility, are an essential component of all learning, including scientific learning."
>
> From Art and the Intellect, Harold Taylor

* * * * * * * * *

We will discuss three major principles which will guide us in establishing the curricular program for creative arts. Following each statement of principle we will describe the existing situation and follow that with recommendations to bring the existing situation to the level dictated by our initial principles.

PRINCIPLE ONE

The creative arts program will provide direct experience and involvement in one or all of the arts at every grade level of every child's public education.

For the many students who will not make a career of the arts, our creative arts program will foster an active interest and involvement in all the arts by developing an appreciative audience for the arts, encouraging non-professional involvement in the arts, suggesting methods for use of leisure time, and helping all students in the pursuit of the good life.

> "While the performing arts have traditionally been a part of the school curriculum, the development of selective performing groups--bands, orchestras, and choruses--representing a relatively small segment of the total school population, has generally been stressed. Only minor attention has been given to cultivating the artistic tastes of the large mass of students not engaged in performing organizations."
>
> From The Performing Arts: Problems and Prospects,
> Rockefeller Panel Report, 1965

For those few students who will seek a career in the arts the creative arts program will provide intense training in all the arts.

EXISTING SITUATION

The present situation with curricular offerings in creative arts is as follows: Music is the most abundantly taught artistic discipline; class work is offered grades K to 12. However, it does not necessarily reach all students at all levels. The music program K to 3 is entirely vocal music. Instrumental music is introduced in grade 4. The recent addition of music specialists in the District include 6-1/2 vocal teachers and 5-1/2 instrumental teachers. These teachers travel to different elementary schools. Many teach literally hundreds of students each day, and each teacher teaches in two or three different schools. Most children receive only one exposure to music per week, for perhaps 1/2 hour. In many schools there exists a need for supervised practice time because the home environment does not permit instrumental practice. The traveling teacher concept makes this impossible. The new Kodaly method of reading music is producing astounding results in some of Berkeley's schools, and there is evidence that music-reading ability has transferred to word-reading ability.

The elementary students in the instrumental program are among the favored, for most schools do not provide a regular music program for the remaining majority. At present the elementary teacher in the self-contained classroom may or may not be inclined toward music and may or may not find time to present a song or two. Reading of music in these classrooms is rarely taught. The few schools that employ special music teachers (other than the traveling instrumental teacher) attempt to have the teacher meet with every child in a class at least once per week. Successful programs are under way in a few of these schools. Music reading and musicianship are actually being taught and achieved.

In the 7th grade music is mandatory for all students for one semester. This is the last required music in the public schools. We are saying, in effect, that the majority of our students now have sufficient musical awareness and training for their lives. The intermediate grades, 8 and 9, lack music specialists in sufficient numbers. Music teachers at Willard, a smaller school than Garfield, are not all music majors due to the allotment-per-pupil basis of school finance which definitely weakens the strength of the music program in a small school.

On the 9th grade level music course offerings are incomplete and do not serve enough children.

The high school music program for grades 10 to 12 is strong. However, classes are at capacity, and significant numbers of students are unable to take part in music classes. The high school offers some excellent courses for the music major; however, emphasis on composition and modern music seem neglected.

Art is the next strongest creative arts area. In the elementary grades art is taught almost exclusively by classroom teachers. Whittier and Emerson are exceptions; both schools have an art specialist. Generally, the elementary classroom teacher does an admirable job of teaching art. However, a need exists for coordination, curriculum planning, inservice training, and specialist aid.

As with music, art is mandatory for all students in the 7th grade for one semester. And as with music, this is the last experience most children have with art in the public schools. Classes are too large, and elective courses in crafts offered in 8th and 9th grades are inadequate.

The art program at the high school grades 10 to 12 permits development of an art major with course sequences Art I through VII, Crafts, Ceramics, Sculpture, and Art Appreciation. The one-period classes (40 minutes) do not permit sufficient time to get materials out, accomplish work, and clean up. Art II through VII are scheduled as two-period classes. Art III through VII are, in effect, the same class, with all students of Art III through VII meeting with the same teacher at one time. There is a need for additional courses.

In the area of dance it may be said that there is no program of creative dance (although there is some folk dance) on the elementary level. On the intermediate level, grades 7 and 8, dance is included as a unit of study in some girls' physical education courses. On the high school level, grades 9 through 12, dance is again in the girls' physical education department with a course sequence at the East Campus of Body Mechanics, Dance I, Dance II and Dance Production. It is permissible for boys to take part in Dance I, Dance II and Dance Production if they are willing to risk the incredibly insensitive ridicule that comes from fellow students, parents, and even teachers and counselors. And there is evidence that this sort of harassment does occur. The number of boys in the program will, in part, testify to this.

Drama occurs on the elementary level only if an individual teacher wishes to include creative dramatics or some kind of formal dramatics in his classroom. An important exception to this presently exists. In the fall of 1966 a high school drama instructor began an experimental program with 30 children, grades 4, 5 and 6 at Longfellow School. The 30 children, many of whom could not read, participated in a formal dramatics program which began at 2:30 every afternoon. The program generated such excitement in the school that one of the major problems was keeping large numbers of other children out of rehearsals. Whatever was attractive about the program, it was surely not a "fun-and-games" approach to drama. The 30 youngsters wrote a play of their own, memorized and performed another highly sophisticated play by the French playwright Jean Cocteau, and rehearsed regularly, often until 5:00 p.m. and on week-ends. Beyond this "bright" spot there is no organized dramatics program in the elementary schools. In the 7th and 8th grades at Willard, one section of Drama is offered, presenting dramatics to only 20 of that school's large population. Drama is taught there by the head of the English Department. Productions are not regularly scheduled. Garfield offers three classes of 25 students each to its huge student enrollment. One evening production is planned each year. At neither school is any compensation offered for after-school work. At West Campus one teacher attempts to provide a wide experience to his students. He offers four our five classes of introductory drama (occasionally he must teach a class of speech which squeezes five drama classes into four). He produces at least two major productions per year, for which he is responsible for all production aspects. Recently, in the absence of anyone trained in costuming, rental has been necessary. With the addition of a second classroom drama teacher at the East Campus this year, course offerings there have been increased to permit 10th and 11th graders to take drama for the first time. Before this year there were class offerings for only 12th graders. This is an important advance. However, classes are full, and additional courses are desirable. One drama teacher presently produces four major productions each year, two dramatic works and two music-dance-dramatic works.

At McKinley School there is virtually no creative arts program. Some experimentation is going on now, however, and in tentative planning is a Berkeley High drama course which will draw a few McKinley students. However, it is clear that much is to be done here.

The Berkeley Adult School offers a number of courses in art and music, both during the day and in the evening. Dance and drama are not offered.

There is no history of any inservice training for teachers of drama and dance.

In summary, all children, grades K-7, receive a "smattering" of music and art, with elective courses following in grades 8-12. Drama instruction occurs at grades 8-12, dance at grades 10-12. Currently we involve between 10 to 30 percent of our children past the 7th grade in the creative arts.

RECOMMENDATION ONE: CREATIVE ARTS FOR ALL CHILDREN, GRADES K-12

We recommend that the creative arts be a part of every student's school program grades K through 12.

A. THE NEED TO BEGIN CREATIVE ARTS TRAINING EARLY

The need to begin training for creativity in all the arts as early as possible is of great importance. The following statements by experts in the field give some idea of the urgency of this.

> "We all begin, it would seem, with the raw stuff of creativity. It may be often observed, however, that adults are not creative; many are passive, conforming, and fearful. What happens on the way to adulthood? The challenge is obvious."

From Perceiving, Behaving, Becoming: A New Focus,
Association for Supervision and Curriculum Development, 1962

> "Dr. Paul Torrence, noted for his research in creativity, said in a recent interview that creatively gifted children begin to be pressured into the mold of conformity by teachers and peers at 8 to 9 years of age.
> If at that time their intellectual and cultural horizons are not broadened and

opportunities for creative challenges are not offered, they tend to withdraw into the narrow channels of doing no more than what is expected of everyone."

From Impulse Magazine, "Dance in the Detroit Schools",
Ruth Lovell Murray, 1966

B. ELEMENTARY GRADES K-3, INTEGRATED CREATIVE ARTS CLASSES: DIRECT INVOLVEMENT IN THE CREATIVE ARTS

In elementary grades K-3, every attempt should be made to schedule approximately one hour per day to be given to an integrated, creative arts experience class. This class will include elementary music, dance, and drama activities. Throughout the grade sequence K-12, we will suggest integrated classes. By this we mean a single class, team taught, which may work together combining music, dance, drama, and art, or which may divide up into specialty sections. These integrated classes are intended to be experience-oriented. That is, they are not to be seen as lecture classes or historical surveys. From kindergarten through 12th grade they should directly involve the students actively in the processes of the creative arts. This cannot be stressed enough. Too often we revert to lecture and historical survey, an approach which is disaster to maintaining high interest and involvement in almost any discipline and especially the arts. The relationship of the student to the subject matter must be an active one, not a passive one. At all grade levels, K-12, the student must be intimately involved in the processes of playing, acting, sculpting, dancing, singing, painting, etc.

In the Appendix of this report we suggest general curricular ideas for drama and dance, grades K-12. Art and music are already present in the elementary curriculum, so we have not described curricular suggestions for those areas. In general terms, dance and drama, grades K-3, are concerned with development of physical and psychological freedom, discovery of movement and voice for their expressive possibilities.

C. A NEW CONCEPT OF CHILDREN'S CREATIVE DRAMATICS AND DANCE

At this point a need arises to describe what we mean when we discuss the dramatic and dance experience for elementary youngsters (and, in fact, for secondary children), and to distinguish it from the stereotypes many of us may cling to from our own experiences in school dramatics. We remember, perhaps, the 6th grade patriotic play in which each class member represented a star on the growing American flag of states: each child mechanically approached his place on stage, arriving there "on cue", in time to "cheat front" and "project" a short memorized "monologue" about how his state deserved statehood, complete with director-supplied "stage business and gesture". In a short "dialogue exchange Uncle Sam and his helper, Columbia, conferred between themselves, "dramatic conflict", agreed that the state should be admitted, and the class member proceeded to the huge flag being assembled behind the performers and proudly pinned his star in place, "stage blocking". This sort of dramatics is still the most prevalent in our schools today. We see all the same elements in school performances of favorite children's stories and skits: irrelevant literature, meaningless dialogue painfully memorized and unnaturally declaimed, uncomfortable, awkward or non-existent gesture of movement, externally, director-imposed interpretation; in short, a stage environment utterly removed from the experience and essence of the child.

This kind of approach to drama and dance, developed primarily for the sake of the performance as the end result, not only produces stilted, unnatural, and unartistic performances but, more dangerously, it turns a potentially creative experience into a rigidly-contrived experience fostering either the worst sort of exhibitionistic behavior or intimated withdrawal in the child. Thus, this approach to drama and dance has no place, whatsoever, in an educational framework.

What, instead, we are proposing is a process which is known as "Creative Dramatics through Improvisation." Limitations of space prevent us from detailing the process very completely, and we would recommend Viola Spolin's remarkable Improvisation for the Theatre (from which the following quoted material was drawn) to anyone interested in an exhaustive practical application of the principles of creative dramatics. The suggested curriculum for dance and drama in the Appendix of this report will also help to clarify these concepts. Briefly, however, the creative process stresses spontaneity, "...the moment of personal freedom when we are faced with a reality, and see it, explore it, and act accordingly," in an atmosphere in which each child is free to solve his dramatic problem, free of an authoritarian stage director, free to search out the endless possible solutions to his problem. By considering the act of theatre as problem-solving, the teacher functions to isolate and illuminate the child's "point of concentration", the specific problem the child will direct his creative energies toward. The teacher would begin with the simplest exercises in which the child learns to channel his concentration toward a single, defined dramatic point, and away from his own feelings of insecurity and discomfort. The teacher continually reminds the child of "the rules of the game": "Remember your point of concentration!" -- he is the side-coach who continually reminds the child to direct his total energies to the problem which must be solved. The way the problem is solved is the child's individual concern and the child, unhampered with externally-imposed techniques, will solve that problem in his own unique, creative way. Thus, creative drama and dance are the processes of learning to concentrate, to channel one's energies, to control the self by developing the most exacting self-discipline, to use freedom intelligently and creatively and cooperatively.

The improvisational "games" will progress sequentially from relatively simple problems of, for example, two players throwing an imaginary ball back and forth between them (Point of Concentration: to create physically the reality of that non-existent ball; the teacher will side-coach:

"See the ball!"
"What is its size?"
"How fast does it move?"
"What's its texture?"
"Now it's a hundred times heavier!"
"Now it's twice as large!"
"Now it moves half as fast!"
"See it!"

...to highly complicated exercises such as two players carrying on meaningful, communicative conversations in "gibberish", or the use of nonsense sounds, in cogent, communicative terms (Point of Concentration: to actually communicate!)

No creative process lends itself easily to description or explanation; the nature of the creative experience transcends a literal setting down of facts. We cannot write, for example, an explicit meaning of a poem or a piece of music, and it is similarly difficult to give a concrete definition of process and function of creative dance and drama. However, in both areas the child must, by the "rules of the game", create his own environment, build his own interpersonal relationships, search out his own solutions to his problems, experiment and innovate, and confront change as challenge.

This, then, is the distinction between a rigid, formal, stifling dramatics and an open, free, potentially creative experience; it is the distinction between stage tricks and stage truth. It is clear that the latter process, invaluable training in all creative endeavor inside and outside of the arts, will be best taught by those trained in, and familiar and sympathetic with, this new improvisational approach to creative drama and dance.

D. ELEMENTARY MUSIC, GRADES K-3: AN ADDITIONAL EMPHASIS

In the study of music on the elementary level we would hope for a stronger emphasis on the actively creative activities, e.g., improvisation, musical composition, etc., in addition to simply learning technical musical skills.

E. ELEMENTARY PROGRAM, GRADES 4-6

In the elementary grades 4-6, every effort should be made to allot approximately 40 minutes per day to the same sort of integrated program in the creative arts as was suggested for grades K-3.

It is in the 4th grade that instrumental music is introduced. In this period, creative musical composition should be begun. Use of the Kodaly reading system should be continued and expanded. Instrumental music screening for all 4th graders in the School District should be undertaken. It is a matter of fact that private instrumental music instruction is essential if the student is to continue to take part in high quality instrumental music programs in the junior high and high school levels. Therefore, we recommend that the District consider ways to finance private lesson scholarships for deserving youngsters. A fund financed by private donations might be feasible.

Dance and drama continue the same aims described in K-3 except they work toward the solving of more complicated dramatic problems, differentiation of rhythm and movement, exploration of the voice for its expressive possibilities, improvisational scenes and dances, and a beginning for formal dramatics and formal dance studies. (Again these processes are described in more detail in the Appendix.)

F. SCHEDULING FOR FLEXIBILITY, GRADES K-6

Already we have created serious scheduling problems with our proposals. Two solutions to this difficulty appear: It might be possible to reduce the time spent on certain other activities (e.g., is it necessary to offer folk dance in addition to creative dance?) or the possibility of an extended day might solve the difficulty. Berkeley has a shorter school day than many school districts. There is nothing magical about a 9:00-3:00 day. The day might begin earlier or go until 4:00 or even later. We are suggesting a high-physical involvement, activity class, not a seated, passive situation; consequently, the creative arts experience might present a significant change of pace in the day's schedule. Finally, flexible scheduling would present enormous advantages to our program. It is not necessary to have creative arts every day. Longer periods less frequently might, in fact, be more satisfactory. In a district which presently operates, in most cases, on a most inflexible schedule, the time allowances we have suggested (1 hour, K-3); 40 minutes, 4-6) are intended primarily to indicate our belief that the creative arts are fully as vital to the child's growth as any other discipline, and that regular, in-depth exposure is neccessary; an occasional, squeezed-in moment for the arts is not acceptable. However, we would welcome more flexible scheduling. An educational park may present opportunities for presenting a high quality program with more efficient use of staff and resources. However, implementation of a full creative arts program should not await the arrival of either flexible scheduling or an educational park.

G. AFTER-SCHOOL CREATIVE ARTS ACTIVITIES, GRADES K-6

Full after-school programs should operate in all of the District's elementary schools. This might include dramatic programs, such as the Longfellow experimental program, improvisational dance and drama workshops, workshops in arts, crafts, and music. These programs would be staffed by the music, art and dance-drama specialist teachers.

H. CREATIVE ARTS CLASSES: INTERMEDIATE GRADES 7-8, INTEGRATED CREATIVE ARTS CLASSES AND THE BEGINNING OF SPECIALIZATION CLASSES IN ALL ART FIELDS

In the intermediate grades 7 and 8, one class period per day should be given to creative arts. This is the point at which a student may wish to begin to specialize; he may wish to study primarily art or music, for example. However, a part of his time, at least one day each week, should return him to an integrated arts class situation where he can rediscover the interrelatedness of the other arts. A full integrated Creative Arts program should exist, still an experience-oriented class, for those students who do not wish to specialize at this time. Each individual area, music, art, drama, and dance should offer a full four-semester course of study for those students who wish to specialize at this level, and the sequence should be advertised and made available to all students.

I. AFTER-SCHOOL ACTIVITIES: GRADES 7-8

At this time a wide variety of after-school creative arts activities should exist, including play production (with regular performances scheduled), music ensembles, craft and art workshops, dance workshops. These activities should be staffed by creative arts teachers, and they should receive released time for these activities.

J. CREATIVE ARTS CLASSES: SECONDARY GRADES 9-12, SPECIALIZATION IN ALL ART FIELDS WITH A CONTINUING INTEGRATED CREATIVE ARTS PROGRAM

The high school grades 9-12 should include one period per day of creative arts. Again students might continue in the integrated classes, or they would be free to specialize in a particular area(s). If a student chooses to specialize, he should not have to take general courses in his particular field. That is, a student who plays with the school orchestra should not be required to take General Music. However, any student's specialization should not prevent at least some contact with the other art fields. Therefore, the student in the school orchestra should return to the integrated class, perhaps once every two weeks to have his association with dance, art, and drama renewed. Elective courses at the high school level need to be extended in many areas. Enough classes must exist for the student to be enrolled in any art field while at any grade level. In art, there is need for additional sections of present courses, plus a course in commercial art. In music, a course in composition is needed. In drama, courses in playwriting, mime, and film production should be added. A sequential, coeducational dance program must be developed. Consideration should be given to playwrights or composers in residence at the high school.

K. AFTER-SCHOOL ACTIVITIES: GRADES 9-12

The high school, West Campus, should expand its after-school offerings, providing dramatic productions open to the entire school, musical-dramatic performances, art workshops and dance workshops. At East Campus after-school musical, dance, and art activities should be expanded.

L. A NEED FOR AN EXPANDED STAFF

The expanded program at the junior high school level and high school level will require expanded staffs in all four creative arts areas. There is a special need for stagecraft and costuming instruction at both junior high schools and at West Campus.

M. CO-CURRICULAR INSTEAD OF EXTRA-CURRICULAR ACTIVITIES

A word need be said here about the after-school activities, sometimes known as extra-curricular activities. It is the overwhelming feeling of creative arts teachers in Berkeley that materials chosen for use in after-school programs should be of the same high quality as those used directly in class. Therefore, the after-school activities form an important part of the educational program, and, whenever possible, these activities should directly support what is happening in the classrooms. As an example, a school dramatic production, Macbeth perhaps, would be taught as drama in drama classes and as literature in English classes; art classes might devote attention to Renaissance art, or music classes to Renaissance music in preparation for the production. Therefore, when after-school activities are viewed in this context they cease to be extra-curricular, but rather they become co-curricular.

N. USE OF THE CREATIVE ARTS AS A PUNITIVE DEVICE

Just as we would not deny any class offering to any student because he may fail to achieve up to expectation in some area of school life, similarly participation in after-school, educationally-oriented activities should not be withheld or denied for such failure. The job of the educator is to teach and to reach; with many difficult students we should be grateful if any aspect of school life will reach and touch them. There has been a consistent pattern in the Berkeley schools of denying participation in after-school activities if a student fails to achieve up to expectation in academics or citizenship. This amounts to a sort of bribery, which is antithetical to all sound educational philosophy. Experience has shown that many times students' work will improve when they are busy and motivated in some fruitful activity. The fulfillment in one area often carries over into other areas. Experience has also shown that narrowing the freedom and choice for students with behavioral difficulties (very often it is a lack of freedom that these children are rebelling against, mistakenly or not) only serves to further alienate them from the school society. For these reasons, we recommend that the "extra-curricular" concept be abandoned, that after-school, co-curricular activities be treated as curricular offerings in terms of student participation, and that the further use of such activities as a reward for good performance be abandoned.

O. CREATION OF AN EXPERIMENTAL CREATIVE ARTS WORKSHOP DEVELOPED AS A MODEL FOR POSSIBLE ULTIMATE EXPANSION THROUGHOUT THE SCHOOL DISTRICT

Let us return for a moment to our two initial questions stated in the philosophy of this report: "How do we guide our children to learn to use creatively the freedom that technology has given them? How do we help our children to learn to love and to learn not to destroy their fellows, and in so doing destroy themselves?"

Any curricular program in the creative arts that we might suggest must certainly direct itself to these questions. And yet modern educational curricula, both within and outside the creative arts, rarely deal directly with these questions. Rather, our curricula tend to teach skills and techniques--fragments of the whole, tend to speak to questions such as "How can I acquire more and better rewards, e.g., salary, status, grades, etc.?" This success-dominated value tends to obscure what we must surely consider our real and most fundamental American ethical tradition, what John C. Borton describes as "...the independent exercise of individual judgment, a dedication to the potential of every person, and an acknowledgement that the only way to guarantee freedom to one man is to respect the integrity of every other, and to bear some responsibility for his welfare."

The April 1967 Education Edition of the Saturday Review describes in detail Mr. Borton's effort to formulate an educational program which would meet the concerns of the quoted passage. Briefly, during the summers of 1965 and 1966 a unique school was established in Philadelphia. Students of all backgrounds from the city's best private schools and worst slum area public schools were brought together. A curriculum was developed which would cause the students of different backgrounds to confront each other and to learn from each other. The individual personality became the primary vehicle for learning. In this school the most economical, the most important--and the most frequently forgotten--element of the school environment became the primary focus of study: the human being. Within this environment, problems of racial segregation and tension, an important central concern of the experimental project, soon became superficial as true individual differences were explored and as students discovered through the discovery of others, their own identities and potentials.

Mr. Borton's article and the rapid expansion of the project from a $7000 experiment to a program which is gradually being incorporated into the regular Philadelphia public school system are ample witnesses to the success of the program.

Because the article describes the program in some detail, we will not attempt to do so here, except briefly. First a summer pilot project would be established, perhaps in the same facility as one of the existing summer schools. Sixty students of diverse backgrounds and of high school age would attend. Their attendance would be voluntary. They would be divided into three groups arrived at arbitrarily. There would be three classes, each about one hour long which the groups would attend from 9:00 a.m. to 12:00 noon. One class would be in improvisational drama. Here students would be asked to work out such problems as a "mirror exercise" in which two students face each other and attempt to remold their own facial structures to be exact copies of each other. A second class would be in "Communications". In some respects this would be like an English class except that the primary content would be a discussion of student concerns and experiences (in Philadelphia, discussions often centered on experiences in the drama class). Literary works and student writing would be introduced primarily as students find they need more complex means of expression. A third class might offer the students a choice between art and dance. In an art class students would be asked to do such things as "create their own environment" by joining pieces of balsa wood together in a form which is a reflection of themselves.

In the afternoons students would have facilities made available to them to evolve projects on their own. Such work would be primarily student-initiated and student-directed, with faculty acting as resource persons.

The huge potential of a program based on Borton's conceptions is described in more detail in the article. One of the problems of such a program is, as with "Upward Bound", the students find the return to "normal" school a pale experience by comparison. Following the summer program, a similar program would be initiated in the high school during the regular school year. Students would attend regular courses that could not be incorporated into the program during their morning session. But in the afternoon, they would attend a communications seminar, drama workshop, and an art or dance course similar to the summer program. Grouping would be set up the same way as in the summer program. Some of the students might be from the summer program; others new. Again, involvement would be on a voluntary basis, although we would probably find it desirable actively to recruit for both programs students who would not normally be likely to attend--primarily this would involve minority group children.

Both the regular school program and the summer program would be experimental with a view to expanding the program, or using what can be learned from it. Students would undergo testing before and after the experience to determine what effect the program had had.

To help us with the operation of the program, we would maintain a fairly close contact with its originator, John C. Borton. In fact, two of his co-workers in the pilot program in 1965 are now in Berkeley, and one is teaching at Berkeley High. It is hoped that through contact between our program and the Philadelphia project, much can be learned.

P. SCHOOL STUDENT BODY ASSEMBLIES

Another area of important curricular development lies in the range of student body assemblies. Assemblies which strive to be at the same time educational and entertaining should be presented on all levels in the public schools at frequent, regular intervals. The subject matter for these might draw heavily from the creative arts, but might also take in politics, science, physical education, history, etc. All schools should regularly plan and hold such assembly programs. In the higher grades, students can assume a major burden in the planning and creation of such programs. At every school level, faculty personnel should be given released time to work on such programs. This is an ideal opportunity for students to learn to be attentive, sympathetic, and discriminating audience members.

Q. PRODUCTION SUBSIDIES FOR CREATIVE ARTS PRESENTATIONS

Performances by drama, dance and music organizations, plays, musical-plays, etc., should be completely subsidized by School District funds, rather than by student body funds as is the present practice. Tickets for students should be available at no cost. A fee might be charged to non-students to help cover production expenses. We would not think of expecting classes to support themselves, yet we regularly expect the performances to pay for their own expenses. This is not meant to suggest cheap productions, either. A cheap production looks cheap, and one of our goals is to develop appreciation of the full range of the visual arts. However, when students are actively engaged in constructing the costumes, sets and props for our productions, modestly-priced yet visually satisfying productions are possible.

R. CREATIVE ARTS AT McKINLEY SCHOOL

McKinley School should offer a full creative arts program. This school faces enormous problems in dealing with a very difficult student population; the arts might be a very real means of dealing with many of these students. Classes in dramatic improvisation, music, dance, and art are needed at this school. Faculty to teach these arts must be hired.

S. SUMMER WORKSHOPS IN THE CREATIVE ARTS

It is a waste that during the summer months our creative arts facilities go unused. We would suggest a full summer creative arts workshop; one for elementary grades, and one for secondary grades, which would offer intensive involvement in the arts and would present performances of student work.

T. ADULT EDUCATION: LIFELONG LEARNING IN THE CREATIVE ARTS; CONSTRUCTIVE USE OF LEISURE TIME; COMMUNITY ENRICHMENT

The Berkeley Adult School needs to offer courses in dance and drama and to widen its offerings in art and music. We would also suggest some non-credit offerings the Adult School might offer, all of which are designed to bring the arts to the awareness of the general public. One such project would be family creative arts classes on evenings and weekends. This would enable whole families to take part in activities such as singing ensembles, dance or drama improvisation, and art classes. The opportunity of educating parent with child in a pleasurable activity should be fully explored. Additionally, regular sight-readings of great musical works, instrumental and vocal, might take place. This would not be the kind of activity in which one would enroll. Rather, anyone interested could simply attend. Another suggestion is the establishment of a fully-subsidized, high-standard, amateur repertory theater which would provide much needed theatrical fare to this community. With the number of theaters in the schools, it would be possible to perform plays in virtually every neighborhood of the city. Free showings of fine motion pictures should be frequent, and the District should purchase adequate equipment for the showing of films in our theaters including the community theater. Frequent visual art exhibits, demonstrations, and the like should be scheduled. A program which would address itself to the use of the arts in intergroup understanding should be developed. Berkeley has already provided models in this area.

U. BRINGING THE SCHOOLS TO THE COMMUNITY

Finally, instead of trying only to bring the community to the school, we should attempt to bring the creative arts of the schools to the community. Frequent performances at recreational centers and parks would accomplish this. Also, the use of a flatbed truck for informal performances would provide maximum mobility and flexibility.

V. CREATIVE ARTS PERFORMANCES "ON TOUR" WITHIN THE DISTRICT

Our excellent arts performances should find their way into other schools in our own District. We need to strive for greater mobility in bringing our own programs to more of our own students.

W. COOPERATION WITH RECREATION DEPARTMENT ARTS PROGRAMS

The School District should cooperate fully with the Recreation Department in planning and developing new joint programs to fill the city's growing educational-recreational needs. The Recreation Department operates some excellent arts programs at community centers. Especially in meeting the needs of adult education, more dialogue needs to occur to coordinate mutually advantageous programs.

Certainly Cazadero Music Camp is an outstanding example of an exemplary recreation program. It is unfortunate that some youngsters cannot afford to attend this camp. The District should explore the possibility of the use of A.D.A. funds to provide additional resources for this project, in an effort to make this rich experience available to more children.

X. FULLEST USE OF OUR COMMUNITIES' RICH RESOURCES

We live in an area rich in community arts resources. We should examine ways of using these resources more fully. The University of California, Mills College, San Francisco State College all offer fine creative arts programs. Surely, arrangements might be made for performances to be brought into the schools. With the large demands on additional personnel that this report calls for, it would seem wise to examine the possibility of using University students to help staff our programs. From the schools and numerous community organizations in the area we should bring into the schools guest artists. The excellent San Francisco Symphony concerts would be more valuable still if those students unable to pay for these concerts could be subsidized. Clearly, the cost of tickets is out of the question for many Berkeley families. Frequent field trips to live performances, exhibits, museums, etc. should take place at all grade levels.

An additional community resource that has been little tapped is radio station KPFA, which programs enormously valuable materials in all subject areas.

The School District's project EPOCH should be encouraged, and necessary funds for its completion and maintenance should be allocated. An abstract of project EPOCH appears in the Appendix of this report.

The cost for the kind of program outlined above is great in terms of teaching salaries, equipment and materials. But the cost of continuing as we have, ignoring the critical needs of our culture, is inestimably greater.

PRINCIPLE TWO

Creative arts teachers will strive consistently to employ the highest quality musical, artistic, and literary materials available. The joint responsibility of preserving and recreating the great art of the past with the need to perform and explore the newest, most pertinent and challenging works of our own time will guide the selection of materials.

EXISTING SITUATION

Certainly in this area the Berkeley schools are superior. The materials for public performance are of a consistently high quality. There may be some tendency to perform too much of the old and not enough of the new, but there is no problem as far as quality is concerned.

It must be stated here that simply great activity in the arts does not ensure high quality. Hollywood and Broadway, centers of considerable artistic activity, have also acted to foster some of the most inexcusable misuse of the arts and debasement of artistic principles. In fact, great activity may present a danger: we can become so embroiled in the process of "doing" that we do not give ourselves the time to think, consider and evaluate thoroughly and critically.

RECOMMENDATION TWO: USE OF HIGHEST QUALITY ARTISTIC MATERIALS AT ALL GRADE LEVELS

We urge the creative arts teachers to continue the existing policy, routing out the trivia wherever it occurs. We would urge perhaps more attention to the modern and avant-garde repertoire. We would do well to remember Bruner's spiral curriculum and be sure that we are teaching materials of worth at all grade levels. Constant critical scrutiny of all that we do is of crucial importance.

> "Many school musical and dramatic groups achieve a high level of technical proficiency, but they can be justly criticized for devoting too much time and effort to music and drama that is trivial and inconsequential. The objective often seems to be solely to entertain rather than to educate."
>
> From The Performing Arts: Problems and Prospects,
> Rockefeller Panel Report, 1965

PRINCIPLE THREE

The classroom atmosphere in all creative arts classes at all grade levels will be one which permits maximum participation and exploration by the student. The student must be encouraged to reach out, to experiment, to innovate without fear of being "wrong". The classroom should avoid absolutes of right or wrong, good or bad. Our creative arts classrooms should foster cooperation, toleration and self-discipline.

> "Certainly she (the teacher) should possess the knowledge and talents which make it possible for her to present experiences adequately. Mostly though she should be permissive, persuasive and imaginative. Imaginative, because she is working with children whose imaginations are still exploring the fantastic realms which most adults have long since abandoned in the interests of realism and conformity. A green storm or a purple pony does not daunt an art teacher. Nor should their counterparts in movement cause the dance teacher to react unfavorably. Persuasive, because what the child wants to do may not be suitable for him, may indeed be harmful to himself and others, may be far afield from the problem to be solved. Permissive, because she must create the kind of atmosphere in which children feel free, fearless and comfortable in their expression."
>
> From Observations on the Teaching of Dance to Children,
> Ruth Lovell Murray, Impulse Magazine, 1957

If the creative arts are to function so that they do foster creativity, insight, increased physical and intellectual freedom, enlarged human understanding, and a sense of joy in the creative experience, our classrooms must exhibit the qualities of

imaginativeness, persuasiveness and permissiveness. Let us say now that all classes at all grade levels are not comparable, that problems of class control and discipline, as well as students' needs for structure and authority, differ widely. Therefore, teachers will and should undoubtedly handle each class in a specialized way.

However, it will be well if we set certain philosophical goals toward which we should attempt to move.

RECOMMENDATION THREE: DEVELOPMENT OF A FREE, UNAUTHORITARIAN, COOPERATIVE CLASSROOM ATMOSPHERE, CONDUCIVE TO THE CREATIVE ARTS ACTIVITIES

A. PROBLEM-SOLVING

In all creative arts classes we are concerned with problem-solving, whether it be a dramatic character's motivational complexes, a musical challenge, the perfection of an expressive movement, or creation of a visual idea with paint and paper. Therefore, the energies of our students should be directed toward the solving of those problems, not toward besting their fellows, "beating the system", outdoing each other, or striving for teacher approval.

> **"When competition and comparisons run high within an activity, there is an immediate effect on the student which is patent in his behavior. He fights for status by tearing another person down, develops defensive attitudes... by aggressively taking over, or by signs of restlessness. Those who find it impossible to cope with imposed tension turn to apathy and boredom for release. Almost all show signs of fatigue."**

From Improvisation for the Theatre,
Viola Spolin, 1963

B. TWO KINDS OF COMPETITION

All competition is not undesirable. In fact, to remove competition entirely is to sap the energy from any activity. Rather, it is a question of the focus of the competition that must be clarified. If competition is directed at the problem to be solved, if it demands the cooperation and discipline of all concerned, if it unites rather than divides, then it is a very different thing from the sort of problem outlined above.

> **"Natural competition, on the other hand, is an organic part of every group activity and gives both tension and release in such a way as to keep the player intact while playing. It is the growing excitement as each problem is solved and more challenging ones appear. Fellow-players are needed and welcomed. It can become a process for greater penetration of the environment."**

From Improvisation for the Theatre,
Viola Spolin, 1963

> **"There is no competition. You are in competition with one person only, and that is the individual you may become."**

From A Dancer's World,
Martha Graham

C. APPROVAL/DISAPPROVAL

This natural sort of competition requires an atmosphere of personal freedom, lack of dependency on external stimuli such as approval/disapproval or letter grades.

> "The first step toward playing is feeling personal freedom. Very few of us are able to make this direct contact with our reality. Our simplest move out into the environment is interrupted by our need for favorable comment and interpretation unquestionably. In a culture where approval/disapproval has become the predominant regulator of effort and position, and often the substitute for love, our personal freedoms are dissipated.
>
> "True personal freedom and self-expression can flower only in an atmosphere where attitudes permit equality between student and teacher and the dependencies of teacher for student and student for teacher are done away with. The problems within the subject matter will teach them both... There is no need for the "status" given by approval/disapproval as all (teacher as well as student) struggle for personal insights--with intuitive awareness comes a feeling of certainty.
>
> "Some in striving with approval/disapproval develop egocentricity and exhibitionism; some give up and simply go along. Others, like Elsa in the fairy tale, are forever knocking on windows, jingling their chain of bells, and wailing, "Who am I?" In all cases, contact with the environment is distorted. Self-discovery and other exploratory traits tend to become atrophied. Trying to be 'good' and avoiding 'bad' or being 'bad' because one can't be 'good' develops into a way of life for those needing approval/disapproval from authority--and the investigation and solving of problems becomes of secondary importance."

From Improvisation for the Theatre,
Viola Spolin, 1963

D. GRADING IN THE CREATIVE ARTS

As a gradual goal we would recommend doing away with grading in the creative arts. Surely discussion about the artistic effort, about how completely the artistic problem is solved is the true evaluation. And certainly a letter grade does not speak to this matter.

Grading creates comparisons and destructive competition. We often find students working for the grade rather than the solution of the artistic problem. Clearly, this is antithetical to all artistic and educational philosophy. Letter grading is also the "easy way out" for the student. It relieves him of the responsibility of evaluating himself, looking critically at his own efforts, a responsibility he will need as a functioning adult.

With many of our classes grading could be dropped immediately with beneficial results. Clearly in other classes we will not be able to move so quickly. The sad rationale, "What else do we have to keep them in line?" bears a pathetic truth in some of our classes, and points clearly to our educational failures. This situation must be gradually changed through exciting materials and methods. We could drop grading immediately in the elementary grades, K-6. Then, a year at a time, we should attempt to do away with grading on other levels, moving no faster than what seems reasonable to the teachers involved in the process. As we expose all students to the arts at all levels, we may hope to see real cultural growth in our students. In all areas where we must retain grades for the present, a real effort to move toward standards of self-evaluation should be made.

Some report to parents will be necessary. For teachers with large class sizes (especially music) an enlarged IBM card of comment punches might be workable. For teachers with more manageable class loads, written evaluations may be useful. In all cases of parent report cards, IBM or otherwise, some means of a personal comment should be available. Somehow, the teacher must be able to make some personal reference where he sees fit. Data processing will have to accommodate this in some way.

E. CONSIDERATION OF COLLEGE ENTRANCE REQUIREMENTS

Careful consideration must be given to college entrance requirements. Some sort of accreditation will be necessary. But the public schools need not exist for and cater exclusively to the colleges and universities. We should be free to propose needed educational reform. Many colleges are experimenting now with ungraded programs. Why not the high schools? We should open a dialogue with college and university authorities and explore further the feasibility of this proposal.

F. TRACKING IN THE CREATIVE ARTS

Tracking in creative arts classes should be avoided except in performing programs in which ability grouping is entirely necessary. The creative arts is one area in which heterogeneous groupings may work constructively and effectively.

G. CONFORMITY OR CREATIVITY? CREATIVITY AS THE WAY TO GENUINE SELF-DISCIPLINE

Finally, if we are genuinely concerned with creating real freedom in our classes, with developing authentic self-discipline which can come about only in an atmosphere of freedom, cooperation and guidance, we will not be preoccupied with order, super-efficiency, and control. We will readily accept the inconveniences that result from the creative situation.

> "Schools may have conforming pupils or creative ones, but whichever choice is made, teachers, parents, administrators, all of us, need to be prepared to pay the price. For conformity and creativity are essentially antithetical--what produces one tends to destroy the other. Conformity calls for restriction, order, direction, control; creativity for freedom, experimentation, expression and facilitation. Teachers who want creativity can count on it--their classrooms will not be neat, quiet, orderly. Administrators who demand rigid conformity can count on it--their students will not be very creative, except possibly in devising ways to circumvent controls. The public, demanding more genius and creativity, on the one hand, and more rigid control, less "frills" and less expense, on the other, must also face the fact it cannot have both simultaneously. Whatever choice we make is going to cost us something. The choice will be hard, for some of the things we must give up are dear to our hearts and our pocketbooks. Nevertheless, a choice has to be made either for institutional order and dogmatism or for flexibility and freedom. Both conformity and creativity cannot grow in the

same school atmosphere or classroom climate."

From Perceiving, Behaving, Becoming: A New Focus,
Association for Supervision and Curriculum,
National Education Association, 1962

PART THREE - CREATIVE ARTS IN THE BERKELEY SCHOOLS: PERSONNEL

"Moreover, the teacher cannot truly judge good or bad for another, for there is no absolutely right or wrong way to solve a problem: a teacher of wide past experience may know a hundred ways to solve a particular problem, and a student may turn up with the hundred and first! This is particularly true in the arts."

From Improvisation for the Theatre,
Viola Spolin, 1963

In the teaching of the arts, as in all other disciplines, the single most important element is the human one. Therefore, we offer the following nine principles which should guide in the procurement and retention of our creative arts teaching staff. Following each statement is a discussion of the existing situation in the Berkeley Schools relevant to each point, and finally a recommendation(s) suggesting ways to bring the actual more near the ideal.

PRINCIPLE ONE

We must staff our schools with instructors who have the following qualifications: a hopeful view of human potential, a warm and loving attitude toward their students, intensive training in their subject fields, flexibility, innovativeness without divisiveness.

EXISTING SITUATION

Generally, the creative arts teachers now employed in the Berkeley Schools are of an uncommonly high quality. It is a credit to both themselves and the District that they match so admirably the qualities suggested above. However, in many school areas, especially on the elementary level, non-creative arts majors are teaching the creative arts. This is true in part in music, almost completely in art, and in all of the schools where dance and drama are offered by individual teachers.

Presumably due to teacher training, the elementary classroom teacher does an adequate, often admirable, job of teaching visual art. Consistency varies greatly, however, from teacher to teacher. Art is taught entirely by the individual classroom teacher, music by traveling District vocal and instrumental music teachers, and dance and drama by any individual classroom teacher who may be intrigued with the possibilities of these areas. Art and music are represented by curriculum associates. Art and music are required subjects at some levels; dance and drama are not.

RECOMMENDATION ONE: CREATIVE ARTS-TRAINED TEACHERS AT ALL GRADE LEVELS TO PROVIDE ON-GOING, SEQUENTIAL ARTS PROGRAM

A. THE ELEMENTARY CLASSROOM TEACHER AND THE "SPECIALIST-TEACHER"

In the elementary grades each school should be viewed as a separate problem. Each school works under different scheduling and staff-utilization plans. Therefore, we recommend that whereever possible existing strengths in the staff be utilized for the teaching of dance, drama, music, and art. Where sufficient and qualified staff strength does not exist to present dance, drama, music, and art to all elementary children on a regular, sequential, on-going basis utilizing methods discussed in the section on the curricular program, then we recommend the hiring of specialist teachers in the fields.

B. THE TEACHING OF ART IN THE ELEMENTARY GRADES

There seems to be general agreement that art should continue to be taught by individual classroom teachers grades K-6, assisted by at least two full-time District art specialist-teachers. These teachers would spend their time in preparation of materials and plans for the elementary classroom and in the direct use of these materials and plans in the classroom with the regular teachers and their students.

C. THE TEACHING OF MUSIC, DANCE AND DRAMA IN THE ELEMENTARY GRADES: "SPECIALIST-TEACHERS"

Teaching of music, dance and drama is more complex because all three fields require skills which are not always included in college elementary teacher training, and rarely are covered in any depth. Therefore, we would suggest that each school must be treated as a separate problem. In those schools in which individual classroom teachers exhibit competence in drama, dance or music, these teachers may share at least partial responsibility for dance, drama and music instruction. The remainder of the responsibility in these schools, and the full responsibility in schools in which no existing teachers have interest or competence in music, drama or dance will have to be born by specialist-teachers. The numbers and detailed function of these specialist-teachers must be left to an administrative-faculty study of the specific needs of each school. However, any study should keep the following recommendations foremost in mind:

1. All students at all grade levels must experience regular, in-depth involvement in all the creative arts.

2. Teachers of the creative arts at the elementary level as well as secondary level must be competent and knowledgeable in the fields they teach.

3. While painting a mural or role-playing a skit are undoubtedly excellent activities for social studies, such use of the creative arts should be viewed as "in-addition-to", not "instead-of" the formal creative arts experience.

4. Especially in the elementary grades performance or exhibition should not be viewed as primary ends of the creative arts program. Indeed, the activities of the creative arts class may never give rise to a performance or an exhibit. The on-going exposure in the classroom is the important focus, and school staff, principals, P.T.A. and parents should try to refrain from exerting "performance pressure".

5. Whenever possible, existing classroom teachers with real strengths in dance, drama and music should be utilized, with specialist teachers employed wherever

necessary for support and to carry on the total program wherever no qualified teachers now exist.

6. The individual school principals with the curriculum associates in creative arts should bear the responsibility to see that the above points are accomplished.

D. TEACHERS WITH ARTS TRAINING AT ALL GRADE LEVELS

The committee is firm in its conviction that the arts should be taught by highly-trained and qualified teachers and art majors, whenever possible.

> "The self-contained classroom prevailing in elementary schools for several decades has worked against the development of an effective program of instruction in the arts. We need more and better trained teachers in the arts, particularly at the elementary school level. School administrators need to be made more aware of the place of the arts in a balanced curriculum and the necessity for providing not only adequate time during the school day but also the materials and equipment needed for an arts program."
>
> From The Performing Arts: Problems and Prospects,
> Rockefeller Panel Report, 1965

E. ARTS MAJORS AT INTERMEDIATE AND SECONDARY LEVELS

Above the elementary grade level, all creative arts teaching should be done by qualified arts majors. There will be a need for increased staff grades 7-12 to teach the expanded elective program.

F. INSERVICE TRAINING FOR ALL ARTS TEACHERS

Regular inservice training should be given elementary teachers in visual art, and should be given all those elementary teachers and teacher-specialists teaching drama, dance and music. Regular inservice training in music, dance and drama should be available for secondary arts teachers also.

PRINCIPLE TWO

We must seek and encourage teachers who are challenged by, rather than frightened by, the prospects of integration of the artistic disciplines, whenever feasible, and exploring the uncharted wealth of experiences that may be unearthed with an integrated program of creative arts.

EXISTING SITUATION

There is no history of integrated arts courses anywhere in the Berkeley Schools. However, there is reason to believe that many teachers would welcome such a program involving, perhaps, team teaching. At Berkeley High School a Humanities course which would seek to integrate music, literature, history and art in an historical context is in the planning stages. Such a plan is admirable. Additionally, however, we would view with favor integrated courses not only in the area of historical survey but also in performance and direct partcipation, e.g., an improvisational art and drama class.

RECOMMENDATION TWO: CREATION WITHIN THE CREATIVE ARTS STAFF OF A RECEPTIVENESS TO EXPERIENCE INVOLVEMENT, INTEGRATED ARTS CLASSES

The curriculum associate in creative arts should make a careful study of other schools and school systems which have developed classes integrating the various arts. Such classes would require the utmost care and planning. Released time would be provided teachers for this planning. This program should not be rushed into on a large scale; rather a limited pilot project of a few integrated classes would prove useful in determining expansion. No teacher should be forced into working in such a situation; the success of any such project depends on eager, capable, innovative instructors who are willing to subordinate the specific values of their individual artistic discipline to the potentially greater values to be discovered through the integration and interdependence of all the arts.

Integrated, experience-based classes, developed around the students' own, real, first-hand exploration of all the arts may prove a most effective way of reaching those students who do not naturally look toward the arts for pleasure or inspiration. This idea was explored more fully in the section of this report on the curricular program.

PRINCIPLE THREE

We will seek teachers who are concerned with their students and the means by which the arts may serve their students and their world, teachers who are unprejudiced by race or religion, or pre-conceived notions of absolute values, teachers who are themselves, open, learning people. Our schools will offer high salaries, exciting colleagues, good conditions for creative and stimulating work, receptiveness for innovation, and respect for individual uniqueness. It is almost axiomatic that a core of good personnel will attract others of the same quality.

EXISTING SITUATION

Berkeley's creative arts teachers generally care deeply about their students. Berkeley can offer an enviable progress report on ending discriminatory practices in teacher hiring and in seeking fair and unprejudiced teachers. However, in the creative arts minority teachers are almost non-existent.

> "A basic goal of education itself must be the production of increased openness. That narrows and rigidifies human experience is antithetical to education. The progress of human affairs is not the product of smug satisfaction with what is, but the joyful, even painful, exploration of the unknown."
>
> From Perceiving, Behaving, Becoming,
> Association for Supervision and
> Curriculum Development, N.E.A. 1962

RECOMMENDATION THREE: ACTIVE RECRUITMENT OF THE FINEST TEACHERS

The curriculum associate in creative arts should compile a listing of colleges and universities with outstanding programs in art, music, drama and dance to whom he should send a thorough description of the comprehensive Berkeley creative arts program. Personal contacts should be made whenever possible. At hiring times the curriculum associate should approach these institutions again in person, if possible, and actively recruit the finest new teachers available. The various teacher internship programs, especially the University of California program, also offer a teacher product of unusually high quality; this avenue should not be overlooked.

A. HIRING OF MINORITY TEACHERS; PARTICIPATION IN INTERGROUP EDUCATION

A concerted attempt should be made to hire Negro creative arts teachers. Too much of our program has for too long been the domain of the school's white population. With a 40.8% Negro school population (1967 figure), it is only logical that a substantial number of our teachers be Negro. Student participation by Negro children in the creative arts might be further encouraged with more minority teacher images to relate to. Teachers should be encouraged to take part regularly in existing in-service intergroup education training or intergroup training available in local colleges and other agencies.

B. SALARIES MUST GO UP

Salaries must go up. Necessity dictates that salaries do exert a significant effect on the quality of teachers hired.

PRINCIPLE FOUR

Our creative arts program will become an educational model, a reference point, for the nation's art educators and cultural leaders: these people will come to look toward the Berkeley School's creative arts program for quality and depth, for direction and guidance.

EXISTING SITUATION

At this time some of our creative arts programs have gained local and statewide attention. Our schools have produced musicians, playwrights, actors and artists of importance and influence. However, these artists have been the products, primarily, of the high school programs. Below the high school level we cannot point to our program with the same pride. We have many gifted teachers below the high school level who have attempted by sheer force of devotion and skill to create vibrant programs, but they have lacked personnel, facilities, subsidies, materials and district-wide support. And on the high school level, while we have indeed some remarkable programs, the programs are not of a uniformly high quality, and our programs reach a relatively small percentage of students.

RECOMMENDATION FOUR: BERKELEY CREATIVE ARTS AS A MODEL FOR THE NATION

The creative arts in public education, indeed in our nation as a whole, are in a crisis state. Nationwide, artists and educational leaders are looking for guidance. Berkeley could provide that leadership and guidance.

A. MAKING OUR PROGRAMS KNOWN

Our creative arts staff should be encouraged to write of our arts education programs which are outstanding. Many of our existing programs in the arts should be brought to the attention of others, and hopefully we will develop other new and innovative programs. The School District should seek to have these reports of innovation in arts education published so that Berkeley may share her information and discoveries, and thus upgrade the quality of arts teaching across the country. Faculty participation in professional organizations in professional organizations and at conferences, and publishing efforts should be recognized and encouraged.

PRINCIPLE FIVE

Teachers will be encouraged to keep abreast of the most important and timely developments in their art field and in the arts as a whole.

EXISTING SITUATION

At present the creative arts teachers in Berkeley are so burdened with teaching that few have time to engage in personal studies to keep abreast of development in their own field, let alone in the arts as a whole. Some teachers manage to make time for this in summer vacation or night classes. However, for many other teachers, summer means extra work for supplementary salary. Aside from regular salary increments for units or degrees earned, there is very little encouragement or incentive to keep up to date.

RECOMMENDATION FIVE: ENCOURAGEMENT FOR TEACHERS TO KEEP ABREAST

The School District must encourage creative arts teachers to stay at the vanguard of their fields. The most modern movements and developments in every field will be relevant to the student. As a teacher grows older, as the gap between student age and teacher age grows, this need becomes more crucial. A good way to begin such encouragement would be by providing salaries that permit the teacher to use the valuable summer months in study, new artistic experience and curriculum planning.

A. THE ARTS TEACHER AS A PRACTITIONER OF HIS ART

The creative arts teacher is likely to be (or, alas, to have been) a practitioner in his art field. The rigors of teaching give few creative arts teachers time or energy to paint, to act, to sing, to dance, to design, or to compose. And yet such direct contact with the creative process is absolutely essential to the creative arts teacher if he is to remain a vital teacher. The summer months provide a time for such re-creation, given the financial security of a complete salary.

B. THE FULL-YEAR SCHOOL WITH OPTIONAL FOURTH "QUARTER"

This proposal should not be seen in opposition to the full-year schoool concept. The full-year school (open 12 months a year) seems an ideal objective to reduce crowding, to use facilities to full capacity, and to provide more educational opportunities to more people. However, the fourth "quarter" might well be optional with teachers, and the salary provided for three quarters should be a full-time salary. Another possibility would be the reduction of a teacher's class load for a full-year working period so that it would allow him time to spend some of his daily hours in study.

C. INCREASED OPPORTUNITY FOR SABBATICAL LEAVE

The opportunity for sabbatical leave for advanced study should be enormously expanded so that qualified applicants might take advantage of such leave with minimal financial strain. Presently, few teachers can take advantage of sabbatical leave because of the financial crises the reduced salary would create.

D. AVAILABILITY OF INSERVICE TRAINING

The curriculum associate for creative arts should make regular inservice training available in all the art fields. At least one such program in dance, drama, art and music should take place yearly.

PRINCIPLE SIX

Hiring and evaluation of personnel will actively involve the participation of other teachers in the art field.

EXISTING SITUATION

Hiring and evaluation of personnel presently is handled entirely by the District Personnel Office and school administrators (including department chairmen).

RECOMMENDATION SIX: BROAD TEACHER INVOLVEMENT IN HIRING, EVALUATION AND TENURE PROCEDURES

That the curriculum associate for creative arts with the District Personnel Director recruit actively for vacancies in the creative arts through the procedures suggested above. When adequate time permits, that is, when hiring occurs during the school year, the hiring procedure should involve interviewing with other teachers in the arts field. The reactions of these other teachers must play a significant role in decisions on hiring.

A. EVALUATION OF ALL TEACHERS: REDEFINITION OF TENURE

Because understanding of the artistic processes is central to intelligent evaluation of effective arts teaching, teacher evaluation should be shared by teachers and administrators. Evaluation should be an on-going process with non-tenured and tenured teachers so that the principle of tenure works as a legitimate protection for the teacher, not a threat to restrain the inventiveness of a new teacher nor a shield to hide behind for an ineffectual teacher.

PRINCIPLE SEVEN

Creative arts faculty members meeting with administrators will determine that every teaching position is a career position; that is, that its work demands are reasonable and realistic and adequately compensated for.

EXISTING SITUATION

At the present time creative arts teachers in many areas are carrying grossly unreasonable teaching loads. This is due primarily to an ineffective and unrealistic system of evaluating the so-called extracurricular activities which are an intimate part of any vital creative arts program. Often these activities constitute the greater burden of a creative arts teacher's workload. Many creative arts teachers spend from 200 to 500 hours per year in direct work with students, above and beyond the end of the teaching day. For this they may be given released time, in the form

of a release from a study hall supervision, release from a "homeroom" assignment or a reduction of class teaching load.

RECOMMENDATION SEVEN: RE-EVALUATION OF ALL EXISTING TEACHING POSITIONS

That all existing teaching positions in the creative arts be carefully evaluated in terms of total time expended working directly with students. An acceptable number of working hours per month should be decided upon, so that every teaching position may be the sort of position that will attract and retain qualified personnel, not one that will exhaust and deplete the energies of the teacher.

A. CAREFUL EVALUATION OF CO-CURRICULAR ACTIVITIES

In the creative arts, co-curricular activities (after-school activities) must be carefully evaluated; they must be perceived as a part of the regular teaching day. We must ascertain whether the released time granted is a realistic compensation for extra time expended. We must retain our good teachers; this is of the greatest importance. Our present evaluation of teacher time does not work in the best interests of this principle.

PRINCIPLE EIGHT

A workable and efficient departmental structure will exist to expedite and facilitate on-going curricular, financial and business problems. Such a departmental structure will foster and nurture innovation and teacher-initiated reform. All departmental decisions will be made with the elemental democratic process: one man, one vote.

EXISTING SITUATION

While the secondary level has seen improvement on the departmental level (recent establishment of a Performing Arts Department), the system could yet be improved and strengthened. The division between Performing Arts and the Art Department seems unnecessarily artificial and cumbersome to good articulation and artistic integration. Dance enjoys a liaison relationship with Performing Arts but is largely disconnected with that department since it is still taught as part of the girl's physical educational program.

Below the high school level there is no real semblance of any departmental structure. Depending on the specific department or program, departmental decisions are made on a democratic or autocratic basis.

Presently the same teacher serves as curriculum associate and departmental chairman for performing arts, grades 7-12 (Music, Drama and Dance-in-Performance), teaches one class (an actively performing group) per day, and has responsibility for instrumental music down to the fourth grade. On the elementary level one consulting teacher shares social studies with art and another shares vocal music with mathematics. There is no consulting teacher for drama or dance. It is clear that the burdens of these positions are completely unrealistic in terms of what might reasonably be expected of one individual.

RECOMMENDATION EIGHT: STRESS ON THE INTERRELATIONSHIP OF THE ARTS

To be effective a creative arts program should emphasize the interrelation of the diverse art forms: music, drama, dance, painting and sculpture.

A. CREATION OF ELEMENTARY AND SECONDARY CREATIVE ARTS DEPARTMENTS

A secondary-level Creative Arts Department should be established which combines the present Art Department, Performing Arts Department and Dance program. The justifications for bringing these areas together are many and worth noting. Most important, perhaps, is that all art disciplines stem from the common human impulse to express and to create. Secondly, the thematic and historical continuity of the various art forms correspond. That is, we may understand the Classic period in greater detail if we concern ourselves with the art as well as the drama, as well as the dance. The Romantic movement occurs in all the art forms, not just in an isolated area. The artist of any time, holding his mirror up to nature, reflects the truest image of his times. It is better to study the overview than only a segmented part. We would do well to remember the image of the Renaissance Man, whose knowledge of science and art make him a phenomenon to marvel. One of the most important and promising movements in modern education is the removal of artificial lines and barriers between disciplines. The nature of our times is a sort of montage of time, place and event. Dance, music, drama and art are witnessing the "happening", electronic music, anti-plays and pop·art. The very nature of our times washes over artificial lines, mixing and mingling the arts.

> "The dropout situation in our schools at present has only begun to develop. The young student today grows up in an electrically configured world. It is a world not of wheels but of circuits, not of fragments but of integral patterns. The student today lives mythically and in depth. At school, however, he encounters a situation organized by means of classified information. The subjects are unrelated. They are visually conceived in terms of a blueprint. The student can find no possible means of involvement for himself, nor can he discover how the educational scene relates to the 'mythic' world of electronically processed data and experience that he takes for granted. As one IBM executive puts it, 'My children had lived several lifetimes compared to their grandparents when they began grade one'."
>
> From Understanding Media,
> Marshall McLuhan, 1966

B. SPECIFIC GUIDELINES FOR DEPARTMENTAL STRUCTURE

In the section on the curricular program we have discussed a greatly enlarged program of elementary creative arts education. Therefore, the creative arts on the elementary level, as on the secondary level, will require some sort of departmental structure for its efficient administration. The school administration should set up such a structure which would promote:

1. Frequent opportunity for discussion between creative arts teachers at all grade levels and within each grade area.

2. Presentation of needs of the elementary teacher of creative arts to the administration of individual schools and the central district administration.

3. A means for all creative arts teachers to have a direct hand in formulating budget, evaluation of other creative arts teachers, establishment of creative arts policy, and selection of department chairmen and curriculum associates.

4. A specific authority which closely links the entire creative arts program, District-wide.

C. POSSIBILITIES FOR ARTISTIC DISCOVERY

Finally, by bringing together the arts what aesthetic truths and artistic relationships might we not discover? The possibilities are limitless and if teachers are themselves true learners, their intellectual and artistic curiosity will insist that they explore this region.

The fear may persist that in such a combined department the larger arts will devour the smaller ones. This fear ignores the very interrelationship and interdependency of the arts: the human source from which they have together sprung.

> "From the contention that the creative process is essentially a response of the total personality to the total situation rather than the exhibition of some special ability, it follows that there is a psychological unity in all of the arts. As Mearns put it: 'From the point of view of the Creative Spirit, the arts are one; only the product is different'."

From A Psychology of Artistic Creation,
H. E. Rees, 1942

There is nothing in this recommendation to inhibit the development of the individual art forms. In practical fact, the larger combined department would have a greater combined strength offering added support to each of its parts.

D. DANCE AS A CREATIVE ART

Dance has long been a part of the physical education program. While dance may indeed promote physical fitness, coordination and grace, its primary function is as a creative art form. Physical fitness is a valuable side-effect, not an end in itself. Dance, in Western culture, is the mother art from which lyric poetry, music and drama have sprung. Clearly then, its rightful place is within a creative arts program.

> "The Dance Section of the third Conference of the Arts in Education affirms that dance is an independent art and should be recognized as such. While dance can contribute to music, theater, and physical education, to function most effectively at the several educational levels in today's expanding program of the arts in education, dance needs to be free from administrative subordination to the other professional fields."

From Report of the Arts in Government, Education, Community - 1965,
National Council of Arts in Education, Conference III

We need not worry long on the problems of accreditation for dance as a physical education activity. Colleges and universities have long granted credit for classes taken in related departments. We have only to agree that such credit be granted and that obstacle is removed.

PRINCIPLE NINE

Direct measures should be taken to acquaint administrators, teachers in other disciplines, and the public with the philosophy and process of the creative arts program.

Only through a thorough understanding will the arts assume their rightful stature and vital function in the schools and in our society.

EXISTING SITUATION

Administrators generally do not fully understand the philosophy, function and values of the creative arts program. This is true also of teachers in other subject disciplines; many are resentful of the time consumed by creative arts activities--time lost from more "useful" or "fundamental" disciplines. Parents and the general public, too, do not fully comprehend the function of the creative arts program in a time when the very role and nature of school arts has changed so dramatically. This misunderstanding at all levels is not solely due to unfeeling people, but to a large measure to many artists who exalt themselves, and who feel that to justify, explain or even demonstrate their worth is to demean themselves. This is a romantic notion of isolation and martyrdom which should be discouraged.

The arts have never been central to culture in the United States. Certainly the schools have helped maintain this situation. As a result, most of our citizenry, products of public education, have no real knowledge or understanding of the arts. This lack of understanding and awareness, unintentional as it is, continually vexes development of creative arts programs in the schools because so many administrators, teachers in other fields, parents, influential citizens and even creative arts teachers lack a fundamental comprehension and perception of the value, worth and critical need of the arts.

RECOMMENDATION NINE: INFORMING THE COMMUNITY ABOUT THE ARTS

We recommend that a thorough school and community information-about-the-arts program be undertaken to educate others of what we are attempting to do. The press is one avenue; regular articles on the philosophy and processes of the arts would help to keep the arts foremost in the peoples' minds. Demonstrations in dance, drama, music and art should be frequent, open to the public. A District specialist to handle public relations and dissemination of information and publicity for the creative arts should be hired. In the section on the curricular program we suggested creative arts activities which would involve many people who are not now involved in the arts; they will need to be informed about these opportunities.

PART FOUR - CREATIVE ARTS IN THE BERKELEY SCHOOLS: PHYSICAL ENVIRONMENT

> "Let us design a city so marvelous that merely by walking through its streets all the sciences and humanities can be learned from the world as from a book."
>
> From The City of the Sun,
> Tommaso Campanello

Careful consideration of the physical environment of the arts is crucial to our program. The mere scheduling of classes and designing of curriculum does not guarantee a program. A curriculum can be changed, and perhaps should be, from year to year. But we must live with our buildings over long periods of time. An oak tree will not grow unless it has sunlight, soil, and water. When we fail to provide the physical environment for an effective program, we starve our greatest resource, the child.

The physical environment of the creative arts program should be a reflection of the type of work it is surrounding. Our students must feel the freedom to move and to work which is afforded by a great deal of space. The beauties of nature, with which our area of the world is so richly endowed, should be readily available and integrated in beautiful relationship of function and appearance. For this reason buildings should be designed by architects familiar with the problems and possibilities of the arts as well as engineering.

There should be areas for individuals to work alone. At the same time, buildings must be open to the outside in such a manner as to arouse the curiosity and interest of people and then to encourage them to come in. As part of a larger educational environment, the design should suggest the inter-relatedness of all the educational disciplines as well as the creative arts. Besides serving as an inspiration for creative endeavor, the physical environment and facilities should act as a turtle's shell, preserving but not restricting the life underneath.

Our schools must be as a palace to the community. It is in the schools that the community is constantly being remade. Our facilities should be such, and our buildings so lovely and well-cared for, that they provide a constant attraction, nurturing education as a continual process. Central to this education, a flourishing arts program would nurture culture as a continual process.

Following is a list of principles that will guide us in creating a suitable physical environment for the creative arts. After each statement of principle is a description of the existing situation, followed by recommendations for changes, additions or alterations.

PRINCIPLE ONE

Our buildings must provide spaciousness for the activities taking place within and without. Facilities must be carefully maintained with consideration for the activities which take place within them.

PRESENT SITUATION

Space looms as one of the major blocks to expansion and fulfillment of the creative arts program. On the elementary level we have no music rooms, let alone rooms for dance and drama. Teachers must move from room to room carrying books and equipment, in some cases even pushing pianos, working in places where noise is undesirable and clutter inexcusable. In many of our schools, the auditorium (fortunately, virtually all of our schools have some sort of auditorium-theater) has long since been given over to additional classroom space for reading, special programs, and gymnastic equipment. This is perhaps the saddest commentary of all. These theaters which should be bustling daily with the active workings of the creative arts have apparently seen so little activity of that kind--the arts have so atrophied on the elementary level--that it has seemed logical to give the space over to programs which have demonstrated an urgent need for additional space.

The problem in the junior high schools is equally serious. Again, art rooms and music rooms are inadequate; drama rooms are non-existent. And again, the theaters are used for many non-creative arts functions, often forcing creative arts activities to other areas.

At the high school, East and West Campuses, we see the pattern repeated: an art department at the East Campus that cannot expand either its staff or offerings because it is limited by tiny, inadequate rooms. Lack of rehearsal and classroom space also plagues the West Campus program. In the Performing Arts complex at the high school we see concrete, vault-like rooms, closed to the light of day, poorly lighted, faulty acoustically, and lacking in areas for safekeeping of musical instruments and other equipment. The Berkeley High School Community Theater has been so neglected since its construction it can no longer be depended upon for lighting or sound. And no planning or action has been taken to remedy the problems inherent in the basic design of the theater. This theater, a palatial treat for the audience member, has become a terror for both school and professional practitioners due to inherent faults in the design, and neglect and lack of maintenance. The adjoining Little Theater has been virtually unchanged since its construction many years ago. Its lighting and sound systems are antiquated and obsolete. The very physical appearance inside this small theater is dull, cold and forbidding. The draperies, used very seldom now because of their appearance, hang in shreds and are continually patched and mended. And yet, this Little Theater is the most used theater in the District by both the school and the community.

The West Campus theater, potentially one of the finest theaters in the District, has been allowed to deteriorate. Its rigging, lighting and sound systems are damaged and unmaintained. In fact, none of the auditoriums in the School District are maintained, except by general custodial help. Theater maintenance requires an understanding of theater equipment, something we cannot rightly expect of our regular custodial staff.

RECOMMENDATION ONE: PHYSICAL ENVIRONMENT CONDUCIVE TO THE CREATIVE ARTS

A. ELEMENTARY SCHOOL CREATIVE ARTS COMPLEXES

An arts complex should be developed in every elementary school in the District. This might consist of two very large rooms which might be subdivided, by folding partitions into four smaller rooms. (Large auditoriums might be used this way.) Larger schools will undoubtedly require additional space. The floor must be suitable for dance and drama activities. Heating and lighting must be of a high quality. Windows are essential to the openness of the creative arts experience. Mirrors which can be closed from view will be useful to dance. A small movable platform stage (or the existing auditorium stage) will be useful for drama. An adequate supply of folding chairs should be available. Art would continue in the individual classrooms, but special large equipment, e.g., potter's wheels, kilns, etc., would be located in the central arts complex. There must be adequate storage space for books, materials, and art work. One of the rooms must have blackout curtains and must be equipped for slide and movie-showings. The use of the school auditorium will be expedient in providing some of the necessary space. However, it alone will not suffice. Additional space must be found. It is absolutely crucial to the morale and well-being of the creative arts program staff that the auditorium's prime function be the arts program. It must not be a repository for gymnastic equipment, discarded school equipment, etc. Perhaps a gymnastic complex should be planned for, but clearly it should be separate for reasons of order, convenience and full use of creative arts facilities by the creative arts program.

B. JUNIOR HIGH SCHOOL CREATIVE ARTS FACILITIES

The junior high schools will need expansion and renovation of their creative arts facilities. Whole new rooms are necessary for every field. Garfield's theater is basically excellent. The situation at Willard is less happy. The concept of the "cafetorium" was introduced there, and while we cannot speak for its effectiveness as a cafeteria, its function as a theater is almost nil. It is a concept faulty at the very core, and we go on record in the strongest possible terms to oppose any future building of such a facility. The junior high schools and high schools need full-time theaters. Below the junior high level, a large flexible room will serve the needs very well, although not a cafetorium-type shared facility. Whatever the state of the Willard cafetorium, it must be lived with. Therefore, we recommend installation of draperies, lighting and sound equipment, and acoustical treatment to make the facility more usable. Additionally, the construction of a large flexible room, equipped with stage lighting and a portable stage-seating arrangement will be effective for "arena" or "in-the-round" performances.

C. WEST CAMPUS CREATIVE ARTS FACILITIES

At West Campus additional classroom space is needed for all the arts. A construction area for stage sets and costumes is needed. Visual art should have a complex of rooms at both junior high schools and at West Campus. This art complex would include a common storeroom for materials and equipment, and one room with curtains for slide-showing, and other audio-visual materials. The rooms should be equipped more as a shop than as a drafting room: tables of stand-up height, rough and strong; counters of sit-down height along one or two walls for drawing and design work; two or three sinks, large kiln and several small low-temperature kilns; large storage shelves for three-dimensional work plus racks for wet paper; saws, hammers, simple power tools; one wall for bulletin board material.

D. EAST CAMPUS CREATIVE ARTS FACILITIES

At East Campus, where space is at such a premium, a feasibility study should be undertaken to examine the possibility of enlarging the community theater East wing arts complex. Possible areas for expansion, any or all of which would require major construction, would be additional floor levels on the East wing, use of theater exterior porch balconies (enclosed, these would make large, sunny rehearsal or classroom areas), and the huge space below the theater seating area floor. It would be ideal to bring the dance and art programs into the same complex, where all the arts might flourish together. At the high school the art department would need five or six rooms with a common storeroom. One of these rooms would be a sculpture-ceramics room; another would be a room with curtains for audio-visual (such a room might be shared with the other art fields); several large drawing-painting rooms equipped both with drawing tables that could be pushed to one side and easels and stools for stand-up work; a small gallery for display of student work should be included. A complete dance studio should be located in the East wing. Dressing room and shower facilities already exist in the facility. Installation of lockers would be necessary.

E. McKINLEY SCHOOL CREATIVE ARTS FACILITIES

It is impractical to discuss additions to the physical plant at McKinley School; the whole school must be rebuilt. However, if and when that occurs, careful provision for a creative arts complex must be made.

F. ADULT SCHOOL CREATIVE ARTS FACILITIES

The adult school program in creative arts uses some of the same facilities as the other schools and a wide variety of other locations as well. Many arrangements are completely inadequate, e.g., life-drawing classes in a science room, without movable tables, easels or storage space. If we are really concerned with lifelong learning we must carefully assess the needs of the Adult School which will surely grow enormously in the next twenty-five years, and try to provide for these needs.

G. NOISE AND THE CREATIVE ARTS

In all art areas, acoustical needs must be considered. It is essential that the noise inherent in many creative arts activities not be burdensome to other areas of the school. The creative arts teacher and his students must be perfectly free to make all the noise they wish.

H. REPAIR AND RENOVATION FOR DISTRICT THEATER FACILITIES

All our school auditorium-theaters, and especially the Berkeley High School Community Theater, the Florence Schwimley Little Theater, the Garfield auditorium, the Willard facility, and the West Campus auditorium, must be studied and evaluated for their needs in stage equipment, sound and lighting. We have a huge investment in these facilities, and we have not maintained that investment. Lighting and sound equipment that should have lasted longer is now beyond repair because of lack of preventive maintenance. It may well be wise to hire a stage manager to inspect and maintain Berkeley's theaters. A large amount of money will have to be set aside to replace antiquated and broken lighting, sound and stage equipment. In addition to replacement of broken and obsolete equipment, funds for capital outlay for new equipment in lighting, sound and stage equipment are needed to bring the theater plants to maximum usefulness. Finally, a substantial portion of all rental charges, perhaps 20% to 25%, should go directly into a theater maintenance fund (apart from capital outlay) to be used exclusively for theater upkeep and improvement. Presently, rentals go directly into the District's general fund.

PRINCIPLE TWO

In the future extreme care, including teacher involvement and consultation, must be given to planning and the choice of design for creative arts buildings and renewal of existing facilities.

EXISTING SITUATION

We must live today with facilities that might have been designed more adequately (and in many cases, for no more money) had theatrical architects been consulted in the case of theater building, or had teachers been consulted in the case of classroom building.

RECOMMENDATION TWO: BROAD STAFF CONSULTATION IN FUTURE BUILDING, REMODELING AND REDECORATION

In all future theatrical design or construction the services of a theatrical architect should be solicited. And in all classroom construction as well as theater construction, classroom renovation, addition or remodeling including routine painting, dialogue must occur between maintenance or construction authorities and the teachers who are working within the structures and who will be able to best ascertain the needs of their own programs.

PRINCIPLE THREE

Because change and development are inherent in education, our facilities should be constructed to allow for maximum flexibility and adaptability.

EXISTING SITUATION

Most of our present creative arts facilities are most inflexible.

RECOMMENDATION THREE: FLEXIBILITY FOR THE FUTURE

That the principle of flexibility guide all future design and construction. Seating, tables, equipment should be movable; walls should be movable; acoustical engineering is crucial at all levels in all construction. This policy of flexibility should not be seen to support the expedient concept of cafetoriums and the like. Rather, it proposes that creative arts facilities be built with an eye toward the future and with the realization that we cannot now know fully what creative arts activities will be going on in these facilities 25 or 50 years hence.

PRINCIPLE FOUR

The creative arts are directly concerned with the creation of beauty. Therefore, the physical environment for the creative arts should reflect this concern.

EXISTING SITUATION

Many of our creative arts facilities are sterile, cold and unattractive. In many cases these facilities deny the very activities taking place within them.

RECOMMENDATION FOUR: BEAUTY AS A PRIMARY VALUE IN THE CREATIVE ARTS

That our buildings reflect the search for beauty inherent in our work. That all future designs and plans be submitted to a committee constituted of the creative arts curriculum associate, department chairman, and teachers who will use the facility, for suggestions and criticism. The principles of beauty in design must be recognized as absolutely crucial in the shaping of attitudes and taste.

PRINCIPLE FIVE

A large choice and quantity of materials should be provided for creative arts activities. All materials and equipment necessary to the creative arts program should be supplied by the School District at no cost to the student.

EXISTING SITUATION

In elementary music, books and sheet music are scarce. Many classes use outdated texts. Pianos often must be moved from room to room. Phonographs and tape recorders are not always available.

On the secondary level, funds for replacement of equipment are lacking. A prime example is musical instruments loaned to students, many of which have long since reached the point where they no longer justify repair. Yet there is no adequate fund for purchase of replacement instruments, nor indeed, for new instruments to meet a growing interest in instrumental music. We are, in effect, throwing good money after bad, when we expend large sums of money on antiquated equipment.

Departmental budget matters are not known by all teachers. Efforts need to be made to acquaint every teacher with budgetary procedures. Some teachers go without supplies and materials they could have because they do not understand, or have not been informed, how the budget and storeroom requisitioning works.

RECOMMENDATION FIVE: BROAD TEACHER INVOLVEMENT IN BUDGETARY MATTERS

Department teachers at all levels should be actively involved in the selection of the materials and equipment they will need for their programs. Every department's budget should be created by all of its own department members; it should be made available to every department member. All department members must be advised of budget deadlines and District financial policies.

A. A NEED FOR MORE MATERIALS AND EQUIPMENT

Our District storeroom should seek to stock materials in greater quantities and wider varieties, these increases to be determined by creative arts teachers.

The art complexes we have suggested must be equipped with pianos, other musical instruments, audio-visual equipment, books, art supplies, and storage space for art work.

Funds for the following areas should be increased: book purchase, musical instrument purchase, development of listening libraries in all schools with books, records and prints that may be loaned to children, closed-circuit television, repair of equipment, theater maintenance.

B. A HIGH SCHOOL CREATIVE ARTS RESOURCE CENTER

At the high school a creative arts resource center should be established with a large collection of books, recordings, art prints and slides that the students may check out. In addition, listening areas should be available. Also a sound studio where students may have access to tape recorders and may edit their own tapes, and a photography center should be developed. This resource center should also offer a place of quiet relaxation where creative arts students and teachers could meet, confer, read, study or think.

C. INCREMENT OF AUDIO-VISUAL MATERIALS

A large scale attempt must be made to build up audio-visual materials, especially films, in the creative arts. The annual purchasing budget for creative arts audio-visual materials should be greatly extended.

D. ALL MATERIALS REQUIRED FOR STUDENTS SHOULD BE SUPPLIED BY THE DISTRICT

All materials required for creative arts activities must be furnished by the school, e.g., dance leotards, costumes, scripts, music, art supplies, etc.

E. PROFESSIONAL LIBRARIES

Small professional libraries for creative arts faculty members should be established in each school.

PART FIVE - CREATIVE ARTS IN THE BERKELEY PUBLIC SCHOOLS: CONCLUSION

What we carry away from any education is a tone, an attitude, an approach--all of which make up our taste: the taste that defines our whole approach to what we wear, what we hear, the houses that we live in, the habits we create, the hobbies we cultivate. On a national scale education arts have been guilty of the worst taste, the most bizarre parade of idiotic waste imaginable. Hence, the millions of people who haven't seen a live performance of any art since their senior play or their high school band concert. That is why there are few intelligent theater audiences, concert-goers, art enthusiasts. And if there is no audience, there is no art. And finally, as a culture's art diminishes, so does its impact on history and the value of its human product. And what happens to a people's art is what happens to its conscience, its heart, its very notion of truth.

"This is a period of ingrown philosophies in which people consume their insides because they can't get out of themselves into something more bountiful." This is the time of crisis that critic Brooks Atkinson describes. Although he refers to the American theater, with almost no difficulty at all his remarks could be extended to the whole range of American creative arts. There is a crisis here. If artists are at the vanguard of a culture (and usually they are; artistic heresy of one generation becomes living-room patter for the next), America hasn't much ahead. Somehow our eyes have failed us. Somehow in the midst of unparalleled material prosperity, we feel an enormous spiritual void. Listen to our poets and playwrights: you hear either a strident scream or a faint, cornered whimper; there's simply no audience to sit and listen to them, to think about what they're saying; so they clutch desperately at the coattails of a disinterested passerby, or weep to themselves. This is the very image of poverty. This is a cultural poverty which is promoted by an educational system which is devoid of attention to the soul and its expression through the arts and which fosters the mediocre in its programs. It cannot help but produce a people who seldom attend good plays or concerts, who think that Picasso stopped developing in kindergarten, who perceive Renaissance nudes as fat, ugly, and laughable, who find the male dancer threatening to standards of masculinity, who think of a system of government as a culture in itself, who insist on being told "the point" or "the meaning" and who are insecure or even belligerent when confronted with the abstract, who think that quality living is unexcelled material progress. None of these things is so, but too often our schools have asked teachers to act as if they are so, and to teach as if they are so. And if we don't stop this progression, we will keep running ahead, ahead, and ahead, until we find ourselves falling because we paid attention only to what was ahead of us, and none to what was above or around us. In short, we will fall because we forgot to educate our souls. This is what the creative arts are for: they're the stuff that makes us whole. Read, write and compute: necessary, fundamental, indispensable--no argument. But can it be that we have forgotten something else that is as necessary, fundamental and indispensable? Have we provided adequately for the soul?

Our schools, reflecting our culture, have failed to recognize the arts as central to our lives. As a consequence, few forces in our world are as peripheral to our way of thinking and living as are the arts. The goal of getting-a-good-education-to-get-a-good-(i.e., high-paying)-job is at the center of our culture.

But what of our souls? What *after* we have the good education and the good job? What will sustain us then? Surely not the arts, (although they could have helped immeasurably) because we have systematically shelved them, forced them into a corner, squeezed them (where we could) into the last few remaining minutes of our student's day, and as a sort of final insult to the validity of the arts, as fitting subject matter for education in themselves, we have pretended that we are paying attention to them by using them as "tools" to teach other more "utilitarian" disciplines.

And what happens now? We could start a Renaissance. Clearly that's what is needed. But we'd better begin quickly.

APPENDIX A

PRIORITIES OF IMPLEMENTATION OF RECOMMENDATIONS OF THE SUBCOMMITTEE ON CREATIVE ARTS

We have divided the recommendations into three categories: 1) Recommendations which can be implemented by administrative decision and with no or negligible expenditure of funds; 2) Recommendations which should be completed, or at least begun in the first three years following adoption of the report; 3) Recommendations which should be begun no later than the fourth year after the adoption of this report. It is to be hoped that all recommendations will be realized within ten years. The numbers refer to Recommendation numbers used within the report.

IMMEDIATE IMPLEMENTATION

Adoption of Philosophy

from Part Two - Curricular Program: Recommendation One - C, D, M, N, P, X
Recommendation Two
Recommendation Three - A, B, C, G

from Part Three - Personnel: Recommendation Eight - A, B, C, D
Recommendation Nine

from Part Four - Physical Environment: Recommendation Two
Recommendation Three
Recommendation Four
Recommendation Five

WITHIN THREE YEARS

from Part Two - Curricular Program: Recommendation One - A, B, E, F, G, H, I, J, K, L, O, Q, R
Recommendation Three - D, E, F

WITHIN THREE YEARS (continued)

from Part Three - Personnel:
Recommendation One - A, B, C, D, F
Recommendation Two
Recommendation Three - A, B
Recommendation Five - D
Recommendation Six
Recommendation Seven - A
Recommendation Nine

from Part Four - Physical Environment:
Recommendation One - A, B, C, D, G, H
Recommendation Five - A, B, C, D, E

BEGUN BY FOURTH YEAR

from Part Two - Curricular Program:
Recommendation One - S, T, U, V, W

from Part Three - Personnel:
Recommendation One - E
Recommendation Four - A
Recommendation Five - A, B, C
Recommendation Six - A

from Part Four - Physical Environments:
Recommendation One - E, F

APPENDIX B

SUGGESTED CURRICULAR SEQUENCES FOR DANCE AND DRAMA GRADES K-12

Both Music and Art are presently represented in some curricular form grades K-12. Drama and Dance are not; therefore, we suggest the following curricular sequence for guidelines in establishing a formal curriculum, grades K-12 for Drama and Dance.

DANCE-DRAMA: GRADES K-3

A. The aims for Dance and Drama in elementary school grades are strikingly similar. Therefore, consistent with the suggested Dance-Drama classes grades K-6, we have suggested a curricular sequence for Drama and Dance as a combined sequence. Freedom of movement is of central importance in both disciplines. Dance at this age tends to be dramatic in content.

B. Class length about 30 minutes twice a week. Class size about 20 children. The larger the class, the less opportunity the teacher has to observe and help the individual child. The teacher must be able to watch each child.

C. Specific aims in addition to general art education aims:

1. Give children an opportunity to explore their voices and bodies, in terms of what they are capable of.
2. Give children an opportunity to be inventive.
3. Give children an opportunity to "share-and-tell" with movement and voice.
4. Give children an opportunity to feel the joy of physical movement and vocal freedom.
5. Give children added physical, vocal, and creative flexibility and strength.

D. These aims are important as a basis to all future work in dance and drama, in addition to their value of the moment. If these steps are skipped, the whole process must be gone through at a later date. They are basic to all creative work in dance and drama.

E. Principles of teaching dance and drama to children:

1. Fostering inventiveness: Capitalizing on children's natural ability to imagine things. For instance: An activity based on getting from one place to another, asking these kinds of questions as directions for the activity:

   a. "What is the slowest way you could get there?"
   b. "How can you get from this corner of the room to the window?"
   c. "Supposing it was icy?"
   d. "What would you do if you met someone you didn't like?"
   e. "Supposing you came to a fence?"
   f. "Supposing you were in a fierce hurry and there was a big puddle in the way?"
   g. "Suppose you didn't really want to go there but had to go. What might you do along the way?"

2. Maintaining flexibility and strength or increasing it: Use of directed movement sequences. For example, developing balance: Bring in pictures of birds standing on one leg (or have the child draw pictures, etc.). Have child first imitate the bird: "Imagine you are a bird with very long legs and you like to stand on one leg for a long time. Can you pick up a piece of food standing on one leg? What else can you do on one leg? Can you turn around? Hop? Can you flap your wings?" This should then develop into something more than body-building, such as quality of movement. Explore various ways of flying: swooping, soaring, etc.

3. Developing the share-and-tell idea, doing improvisations about "How I got to school; What I do after school:" "Can you guess what I saw yesterday by the way I'm moving?"

4. For joy of movement, do fast exhausting things: running, jumping, hopping, falling down, etc. "How high can you skip? How long can you run? Let's run fast and then leap over the fence," etc.

DANCE-DRAMA: GRADES 4-6

A. Class length: 45 minutes two times a week. Class size: 20.

B. Aims: All of the aims of K-3 with more sophisticated methods:

1. Begin to learn to select movements out of what comes from improvisation.
2. More work on vocal improvisation: conversation, improvised scenes.
3. Working consciously toward solving a problem.
4. Introduce specific rhythmic, spatial, quality studies.
5. Start making studies to show to the other children: in other words, you work on something, set it into some form, remember it, and show it. However, the emphasis is on what ideas you show, not whether the study is the same each time; this is the essence of improvisation.

C. Methods:

1. In the movement development (which is bordering on technique), you might teach a simple swing (arms overhead to begin, let the stretch collapse down, bending

knees and dropping torso over, then collect energy and stretch back up) and then vary it in several ways and have the children vary it, improvising with various directions, tempos, keeping the quality but moving around the room, just using arms, etc. Then ask them to select the three favorite ones they found and show them to the rest of the class.

2. To work on shapes, having them improvise with straight lines and round lines, feeling thick, thin, etc. Select their favorite shapes and show. You could use the mirrors to find shapes. This could develop into making shapes with two people and three people, etc.

3. Work on dances that tell stories: dance-dramas. How do you find movement for an idea? Pick some really familiar idea like a fight between two people. Analyze the way they move before, after, and during.

4. Work on improvisations where you develop ability to indicate an object that isn't there, like tug-of-war.

5. Take the above idea and let them expand and fragment so that some qualities of the initial idea are still there, but the overall quality has become new.

6. Work on vocal expression and direct communication using such exercises as "gibberish", communicating with nonsense syllables.

7. Begin teaching awareness of the stage situation: "Sharing the stage picture with an audience. Sharing the voice with an audience." Learning the importance of stage focus. Students should learn a sensitivity for these matters; they should not need to come from a "director".

8. Learning to be an audience member: a cooperative, participating, constructively critical part of the artistic process.

9. The children can work on improvisations with different kinds of props: chairs, tables, balls, fabric, etc. Music and sounds can be used.

10. As children get older, they may want to do dances and improvisations about how they feel (instead of the way a stimulus makes them feel). "How do you move when you're happy? Angry?" etc.

11. Studies can be made for the children to explore the differences between fast and slow movement, straight, sharp lines and circular lines, i.e., experimentation with qualities of movement.

12. The most important thing to do is to let the child explore his own way of playing. It is a terrible mistake to make children feel there is a right way and a wrong way to play out a situation, to move, or to solve a problem. This cannot be stressed enough. They must not be taught: "This is the way to run; this is the way to say it." If the child concentrates on his problem, his solution must be respected.

DANCE-GRADES 7 AND 8

A. Class length: one hour, 3 times a week with 30 minutes technique and 30 minutes composition. Class size: no more than 30.

B. Space: Some large friendly room, with good dance floor and large mirror long enough for class to see themselves at once, with drapery to close it from view. Adjacent dressing room facilities. Students should be provided with leotards and tights or gymnastic-style pants so that the teacher can see what the body is doing (clearly, loose overblouses and shirts would prevent view of the ribcage, and pants and skirts that are too tight or inflexible will inhibit range of movement). Introducing dance leotards will be no problem at all if the children are prepared for the event in a non-threatening and relaxed fashion. These clothes should be supplied by the school and laundered by the school. Since the kids will grow during these ages, they will not be forced to buy new clothes every time they grow an inch. A blackboard, record player, tape recorder, and percussion instruments will be necessary.

C. Aims

1. Continue to build movement vocabulary and develop kinesthetic awareness.

2. Begin to discipline and structure creative assignments in such a way that the students begin to learn to achieve specific ends, for example, learning to phrase.

3. Learning how dance may relate to music: phrasing, music vocabulary, rhythmic notation and rhythmic devices.

4. Learning to "set dances" so that although improvisation is still important as a technique, the goal is to select the best of the improvised materials and order it into a particular dance.

5. Work on dances with music.

DRAMA - GRADES 7 AND 8

A. Class length: one hour three times a week. Class size: 20-25 students.

B. Space: A large, light room with movable desk-chairs and a portable platform stage. Additionally, the following equipment would be necessary: A large movable blackboard; simple, movable spotlights with dimmer system; costume rack with versatile rehearsal costume pieces: capes, hats, lengths of fabric, etc.; cabinet with basic props; rehearsal furniture; tape recorder; phonograph; movie and slide projectors; movie screen; window black-out curtains.

C. Aims:

1. To continue improvisational background begun in grades K-6.

2. To begin formal dramatics: the script play.

3. To continue physical and vocal techniques sessions.

4. To begin specific vocal exercises to train and develop the voice to fullest range and versatility.

5. To further stage awareness sense begun in grades 4-6. Introduction of non-directed blocking.

6. To begin a study of dramatic literature as drama. A beginning study of important movements in theater history as such study suggests itself from the dramatic literature being read.

7. Introduction to theater crafts: design, lighting, costuming, etc.

DANCE - GRADES 9-12: Elective Courses of Study

Technique I Basic Movement Technique for the Not-Necessarily-Dancer-to-be. Would include all kinds of moving, including posture. Should probably include movement for the theater. Elementary improvisation could be included. This course would be for kids who have not been exposed to the previous experiences in the District and anyone else who needs or wants to take it.

Technique II Elementary Dance Technique. An advanced form of the techniques taught in junior high with increased stress on turn-out, leg extensions, use of the torso and spine, etc.

Technique III Intermediate Dance Technique. Would include some ballet techniques that are necessary for modern dance work; more complex movement patterns, etc.

Technique IV Advanced Technique. Course would include advanced and more difficult work from each of the previous two courses and additional movement series.

Each of the above should meet three times a week for at least 50 minutes. The space required would be a large room, mirrors, dressing room facilities, and hopefully, an accompanist (most hopefully, an imaginative accompanist).

The class size should be not more than 25. If it is larger, the teacher will not be able to size up each student. The content of these classes will vary according to class makeup. Further, it is essential the students have individual help in correcting body positions, etc., or they will repeat errors.

Composition I-Composition and History

Composition II-Composition and History

These two courses would study dance composition from the point of view of styles in dance and the other arts. For example, in the study of the Pavanne, the students would study its historical relevance and then improvise within the original style. Next they would study the elements of the form as a style for a dance today, e.g., tragic themes lend themselves to the stateliness of the Pavanne. Eventually, the course would approach the present day and include studies of jazz and the theater of improvisation and "happening".

Advanced Choreography Workshop. In this course the students would set up individual problems to work on and then solve them. At the end of the course they would select their best dances for a concert and work to produce the concert. This course should also include dance production techniques, such as costuming and lighting for dance.

Dance Repertory - Students who are not interested in choreography can take this course in order to continue in dance in addition to technique. They would learn dances from dance notation (all the dances of important choreographers have been written and copyrighted in a system called Labanotation) and then perform them in the Dance Workshop Concert and wherever else it was reasonable to show dances not choreographed by students. For example, this class could provide the corps for musical comedies and other productions that are largely teacher-directed.

Both Repertory and Advanced Choreography classes should be taken concurrently with Advanced Technique. The Advanced Choreography course should meet two times a week for two hours. Repertory should meet three times a week for an hour.

DRAMA - GRADES 9-12: Elective Courses of Study

Beginning, Intermediate and Advanced Theater Workshops: These three courses, each covering two semesters will deal with the art of the actor in relation to the total theater experience. The student will study extensively improvisation, mime, dramatic literature and theater history as it evolves from a study of representative plays, basic theater terminology, voice, articulation, styles of acting. Additionally, the student will study elementary scene design, lighting, costuming and make-up. This class sequence will begin with simple improvisation and will advance in six semesters to production of full-length plays in the workshop situation. Beginning Theater workshop should be offered in 9th and 10th grades.

Stagecraft: A course in theory and practice of stage design and construction, lighting and property design. These classes, offered both at West and East Campus will design and prepare the actual scenery, lighting, and properties for all high school theater productions.

Stage Costuming: A course in theory and practice of designing and constructing costumes for the theater. This course, which should be offered at both East and West Campuses, will prepare the costumes for all high school productions.

Dramatic Literature: An intensive course in the reading, study and criticism of the great literature of the theater from the Greek drama to the present. The course will study theater history as it relates to the plays under study, will read extensive dramatic criticism and will respond to the materials studied with extensive written exercises.

Children's Theater: Students will direct elementary school youngsters from a local school in work on various aspects of the theater: body movement, voice, dance. Students will do extensive work in literary interpretation, design, costuming and directing.

Mime: A practical course in pantomime and movement for the theater. An advanced course for those students who have completed the acting sequence.

Playwriting: A practical course in the study of play structure with emphasis on student playwriting. Performable plays will be produced by the high school. An advanced course for students with extensive theater background.

Film Production: A study of the film as an art form, using actual film viewings as points of reference. Students will learn form, structures and techniques of film production and will produce short films within the class.

APPENDIX C

Abstract June 1965

PROJECT EPOCH

A. Objectives

This proposal is for a program to develop a new kind of educational center which will systematically house and geographically display resource materials to strengthen and improve the teaching and understanding of man's cultural history. The emphasis will be on the humanities and, under one roof, various kinds of facilities will be coordinated for the study and teaching of art, architecture, literature, religion, music and the dance, anthropology, history of science and many other areas of human achievement.

In its scientifically designed environment for learning, the Center will combine the potentials of resource center, museum, library and exposition. It will integrate these functions in educational exhibits, public demonstrations and training institutes to show the interrelation of time and space in historical developments and the growth of human knowledge. It will be the most effective synthesis yet achieved of essential reference information with imaginative instructional use of advanced technology.

The central purpose will be to stimulate and guide teachers and students to a broader understanding of all phases of man's cultural development and a clearer comprehension of interdisciplinary relationships. It will help toward more informed interpretations of man's changing ideas, values and institutions, and more inspired presentations of his creative powers as shown in his aesthetic achievements and scientific discoveries.

Architecturally integrated displays, auto-instruction devices, multi-projection, information retrieval systems and programming techniques will make it possible to study peoples of any time and place, to trace the origins and distributions of culture traits and technological advances, to observe the emergence of societies and follow the rise and fall of civilizations. Emphasis will be on coordination of information to avoid the fragmentation of knowledge that frequently results from over-specialization.

The Center will enrich the life of the entire community. It will supplement the school curriculum at all levels and develop innovations in teaching methods and equipment. It will provide challenge and guidance to individual visitors and to non-school groups. It will complement the work of other educational and cultural institutions and offer exemplary programs that will contribute to the solution of educational problems common to many states.

APPENDIX D

Copy

University of California
Berkeley

Department of Dramatic Art

March 14, 1967

Mr. Jay Manley
Drama Director
Berkeley High School
2246 Milvia
Berkeley, California

Dear Mr. Manley:

I have had the opportunity to look over your ideas concerning a comprehensive curriculum in creative arts for all public school students in the Berkeley School System. It is one, certainly, which I heartily endorse, for I believe that the increased interest in the arts which is exhibited throughout this country must be prepared for by adequate training. We have long left behind the place where general art appreciation courses divorced from any form of practice will be sufficient for the men and women of the future. I know, from my own experience in this Department where I have attempted to weld a thorough scholarly knowledge with thorough training in theatrical practice, that we have clearly filled a need which intelligent young men and women must long have had.

Many of our students are coming to us from Departments of English, from Language, from Science, and from Engineering. All of these transfer students have revealed a high artistic talent, but until now they have not had the courage to enter in to a field of the arts. Now jobs are available, people are buying, and they want, as one student it "to have a use for my knowledge". What this means is that they are not content to work in the strictly pedagogical or commercial fields, but that they do want a creative life which is still not divorced from intellectual pursuit. I believe that no private conservatory can do the job that public high schools, junior colleges, and universities can do in welding knowledge with artistic training. In the future, one would envision a breed of artists who are wide ranging and versatile because they have knowledge of all the fields pertinent to their discipline. It is perhaps relevant that in the Graduate Division, as of February 28, 1967, application for admissions in all fields of the arts at Berkeley are up two hundred percent over last year. This phenomen is surely significant testimony to the rising interest in the arts. My plea would only be that this interest be supported by significant training, such as you apparently are doing in your Drama Department at Berkeley High School.

Please let me know if I can be of any real use to you in furthering your proposal. I endorse it wholeheartedly.

Cordially yours,

(Signed)

Travis Bogard,
Chairman

TB:do

Copy

Department of Dance
Mills College
Oakland, California 94613
February 27, 1967

Mr. John Manley
Department of Drama
Berkeley High School
Berkeley, California

Dear Mr. Manley:

In a recent conversation with Betsy Janssen I learned of the long-range planning now in progress relative to the Berkeley educational systems. I was particularly interested in her report of the work of the sub-committee on creative arts. It seems to me that the value of participation in the arts by all children as a regular part of their educational experience is not understood or appreciated by many who sincerely seek for the best in education. Therefore, the work of your committee would seem to be of the utmost importance.

Last November I participated in the "Developmental Conference on Dance" in Los Angeles. For ten days 35 people (teachers of dance and the other arts) pondered the problems of the arts in education. As a consultant to the conference, Suzanne Langer made a most significant contribution. Her thesis, that it is through his creative activity in the arts that a child learns to know himself, to understand his emotions, and to gain a sense of his own individuality as well as of his relation to his environment, became a kind of corner stone of our thinking. I feel that in the education of the whole person, we cannot afford to neglect the emotional component, and it is through the arts that the person externalizes his feelings and, thereby, recognizes them and can make his emotional growth keep pace with his intellectual development. The serious deficiencies in this area are all too evident in the large numbers of young adults who seem not to know themselves, not to know what they seek, and not to be able to relate to their world in any positive way. The report of the November conference, which states the necessity for every child to have creative arts activities as an essential part of his education at every stage, will be published later this year and should give strong support to your point of view.

I shall be most interested in the progress of your committee. If I can be of any assistance, please feel free to call on me.

Sincerely yours,

(Signed)

Eleanor Lauer, Head
Dance Department

APPENDIX E

HOW THE REPORT OF THE SUBCOMMITTEE ON CREATIVE ARTS WAS DEVELOPED

The subcommittee on Creative Arts was composed of: John L. Manley, Drama Instructor, Berkeley High School, Chairman; Robert Heywood, Student Body President, Berkeley High School.

The committee sought information and ideas from staff members of all Berkeley schools and from community leaders in the Arts. An extensive questionnaire (attached) was sent to every teacher of the creative arts in the Berkeley Public Schools. Community arts experts were also asked to complete the questionnaire. Whenever time permitted, actual interviews, in person or by telephone, were conducted.

The following teachers responded to either the questionnaire or interview, although the report in whole or in part is not necessarily a reflection of any one individual's response:

Karl Anderson - Art, Garfield
Diane Baireuther - Art, Berkeley High School
James Berry - Elementary Consulting Teacher, Physical Education
Jane E. Brown - Dance (Women's Physical Education), Berkeley High School
Mary Burdick - Music, Adult Education
Evelyn Chiles - Dance (Women's Physical Education), Berkeley High School
John Costarella - Art, Berkeley High School
William Dane - Art, Berkeley High School
William Elliott - Music, Berkeley High School
George Felker - Drama (English Department), Willard
Donald Gaustad - Art, Adult Education
C. Gruber - Music, Garfield
Jacqueline Hardester - Music, Berkeley High School
Phil Hardyman - Music, Washington - Longfellow
Janice Judd - Music, Garfield
Jan Kavanagh - Art, Emerson
Peter Kleinbard - Drama, Berkeley High School
George Kreshka - Elementary Consulting Teacher for Math and Music
Louis Leal - Art, Garfield
Charles Lovell - Drama, West Campus
Robert Lutt - Music, Berkeley High School
Phyllis Magnuson - Music, Garfield
E. Diane MacDonald - Stagecraft, Berkeley High School
Nicki McClusky - Music, Thousand Oaks
R. G. Paulik - Music, Jefferson
Robert Pearl - Secondary Curriculum Associate for Art
Robert Pearson - Secondary Curriculum Associate for Performing Arts
Nina Pellerin - Music, Cragmont
Helen Schevill - Music, Thousand Oaks
Patsy Tanabe - Elementary Consulting Teacher for Social Studies and Art
Bess Taylor - Drama, Garfield
Penny Van Dyck - Music, Franklin
Patricia Zerlang - Music, Garfield

The following community arts specialists were particularly generous of their time and were extremely helpful in the formation of parts of the report:

Travis Bogard - Chairman, Department of Dramatic Art; University of California, Berkeley
Jane Bogard - Drama
Evelyn Dolven - Art
Ruth Hatfield - Dance
Elizabeth Janssen - Dance
Eleanor Lauer - Chairmen, Dance Department, Mills College
Mildred McClosky - Department of Education, University of California Extension, Berkeley

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* * * * *

Questionnaire

CREATIVE ARTS

Please answer any of these areas that you wish. You need not respond to all or any of these points if you prefer not to. Please attach any additional material you may wish to this form.

PLEASE DESCRIBE YOUR PRESENT PROGRAM: (CLASSES OFFERED, BASIC CONTENT, NUMBER OF CLASSES, NUMBER OF STUDENTS INVOLVED IN ARTS PROGRAM, ANY RELEVANT INFORMATION)

IS EXISTING TEACHING STAFF, PHYSICAL PLANT AND TEACHING MATERIALS ADEQUTE TO THE PRESENT PROGRAM? (PLEASE ELABORATE)

PLEASE DESCRIBE PRESENT FINANCIAL SUBSIDIES FOR THE EXISTING PROGRAM. COMMENT ON THE ADEQUACY OF SUCH SUBSIDIES."

PLEASE DESCRIBE METHODS AND CHANNELS THROUGH WHICH THE PRESENT STAFF PLANS AND DEVELOPS CURRICULUM AND CO-CURRICULAR PROGRAMS. ARE SUCH METHODS AND CHANNELS ADEQUATE?

PLEASE DESCRIBE ANY EXPANSION OF THE PRESENT PROGRAM THAT YOU SEE AS DESIRABLE. (DO NOT INCLUDE HERE ENTIRELY NEW PROGRAMS.)

AS BEST AS YOU CAN, PLEASE ESTIMATE WHAT ADDITIONAL FINANCIAL SUBSIDIES, TEACHING STAFF, PHYSICAL PLANT, AND TEACHING MATERIALS SUCH EXPANSION WOULD NECESSITATE.

PLEASE DESCRIBE HERE ANY ENTIRELY NEW PROGRAMS YOU SEE AS DESIRABLE IN YOUR ART FIELD.

AS BEST YOU CAN, PLEASE ESTIMATE WHAT ADDITIONAL FINANCIAL SUBSIDIES, TEACHING STAFF, PHYSICAL PLANT, AND TEACHING MATERIALS SUCH NEW PROGRAMS MIGHT NECESSITATE.

PLEASE DESCRIBE HERE ANY ENTIRELY NEW PROGRAMS YOU SEE AS DESIRABLE IN YOUR ART FIELD.

AS BEST YOU CAN, PLEASE ESTIMATE WHAT ADDITIONAL FINANCIAL SUBSIDIES, TEACHING STAFF, PHYSICAL PLANT, AND TEACHING MATERIALS SUCH NEW PROGRAMS MIGHT NECESSITATE.

IS YOUR ART FIELD REPRESENTED IN SOME FORM (AND AVAILABLE TO CHILDREN IN ALL SCHOOLS) AT ALL GRADE LEVELS: K-12? PLEASE NOTE ADEQUACIES OR DEFICIENCIES IN DETAIL IF POSSIBLE.

IS THERE ADEQUATE DIALOGUE AND ARTICULATION BETWEEN THE TEACHERS AND PROGRAMS OF ALL GRADE LEVELS IN YOUR ART FIELD?

DOES A CLOSE ARTICULATION EXIST BETWEEN ART AND MUSIC, DANCE-ART, MUSIC-ART, DANCE AND DRAMA, DRAMA AND ART? MIGHT SUCH INTER-DISCIPLINARY ARTICULATION BE ADVANTAGEOUS? HOW MIGHT IT BETTER OCCUR?

MIGHT TEAM TEACHING BE USED FOR INTER-DISCIPLINARY ARTICULATION? IS ANY SORT OF A CORE CURRICULUM FOR THE CREATIVE ARTS POSSIBLE AT ANY GRADE LEVELS?

DOES YOUR ART FIELD HAVE A WORKABLE AND EFFICIENT DEPARTMENTAL STRUCTURE TO MAINTAIN A STRONG PROGRAM?

DO YOU FEEL YOU HAVE AT YOUR DISPOSAL ADEQUATE CHANNELS TO EFFECT NEEDED CHANGE AND TO CARRY ON MEANINGFUL DIALOGUE?

DOES THE PRESENT STRUCTURE PERMIT YOU TIME AND MEANS FOR KEEPING UP-TO-DATE IN YOUR SUBJECT FIELD? IS IN-SERVICE TRAINING AVAILABLE IN YOUR FIELD? ARE YOU ENCOURAGED TO KEEP ABREAST OF CHANGES AND INNOVATIONS IN YOUR FIELD?

DOES TRACKING (DELIBERATE OR NON-DELIBERATE) EXIST IN YOUR ART FIELD? PLEASE DESCRIBE THE NATURE AND TYPE OF SUCH TRACKING. PLEASE EVALUATE ITS EFFECT ON ALL STUDENTS.

DOES PRESENT CLASS SCHEDULING PERMIT FOR STUDENTS TO HAVE A WIDE SAMPLING OF ELECTIVE COURSES? PLEASE DESCRIBE THE SORT OF TIME SCHEDULING UNDER WHICH YOU WORK. DOES SUCH SCHEDULING HELP OR HINDER YOUR TEACHING? MIGHT ANY OTHER TIME SCHEDULING BE MORE DESIRABLE?

HOW DOES YOUR PROGRAM AID THE PROCESS OF RACIAL INTEGRATION IN THE BERKELEY SCHOOLS? DOES YOUR ART FIELD ALLOW FOR CONSTRUCTIVE INTER-RACIAL INTERACTION?

DOES THE USE OF LETTER GRADES (A, B, C, D, F) HELP OR HINDER THE TEACHING OF YOUR ART? CONSIDER PRESSURE ON STUDENTS, ADEQUACY OF SUCH A MEASURE, NEED FOR GRADES, ETC. WHAT OTHER GRADING PROCEDURES MIGHT PROVE MORE DESIRABLE?

IS PARTICIPATION IN THE CREATIVE ARTS USED BY THE SCHOOL AS A "REWARD" FOR ACCEPTABLE BEHAVIOR AND DENIAL OF SUCH PARTICIPATION USED AS A "PUNISHMENT" FOR UNACCEPTABLE BEHAVIOR? IS SUCH USE OF THE CREATIVE ARTS EXPERIENCE DEFENSIBLE?

DISCUSS ADEQUACY OF COMMUNICATION WITH PARENTS REGARDING STUDENT PARTICIPATION IN CREATIVE ARTS FUNCTIONS.

WHAT PROPERLY SHOULD BE THE COMMERCIAL FUNCTION OF THE CREATIVE ARTS? CONSIDER EQUIPPING STUDENTS WITH SKILLS, ETC.

DOES PARTICIPATION IN OUR ART PROGRAM EQUIP OUR STUDENTS WITH A PRACTICAL WAY TO USE CREATIVELY THE LEISURE TIME THEY WILL ENJOY IN THE FUTURE? HOW MIGHT THIS BE BETTER ACCOMPLISHED?

HOW EFFECTIVELY ARE OUR CREATIVE ARTS PROGRAMS HELPING TO "HUMANIZE" OUR STUDENTS? DO WE HELP OUR STUDENTS LEARN TO LOVE, TO TOLERATE, TO INQUIRE, TO TRUST...? HOW MIGHT THESE OBJECTIVES BE BETTER ACCOMPLISHED?

WE WILL NEED TO COMPOSE A PHILOSOPHY FOR THE CREATIVE ARTS. PLEASE NOTE SOME THOUGHTS BELOW. IN GENERAL TERMS WHAT SHOULD THE CREATIVE ARTS DO? FOR WHOM? TO WHAT ENDS? WHAT IS THE FUNCTION OF THE CREATIVE ARTS IN HELPING OUR STUDENTS DEVELOP OPEN, CREATIVE, FLEXIBLE AND LOVING MINDS AND SOULS? WHAT IS THE FUNCTION OF THE CREATIVE ARTS IN MINDS AND SOULS? WHAT IS THE FUNCTION OF THE CREATIVE ARTS IN DEVELOPING AND PROTECTING A FREE AND DEMOCRATIC SOCIETY? WHAT IS THE FUNCTION OF THE CREATIVE ARTS IN DEVELOPING AND TRANSMITTING THE AESTHETICS OF OUR CULTURE? ETC...?

COMMITTEE I - INSTRUCTIONAL PROGRAM

REPORT ON FOREIGN LANGUAGE CURRICULUM

COVER SUMMARY OF RECOMMENDATIONS

In this period of U.S. leadership in a shrinking world, every American public school student should study a foreign language early, whether or not he is headed for college, regardless of his intelligence and his achievement in other subjects. The learning of languages--no matter which--refines the language sense and feeling for one's own language. It brings more flexibility to the intellect through the realization of the relativity of culture.

GOALS FOR THE MODERN LANGUAGE PROGRAM: To develop the ability to listen with comprehension, speak, read and write, in that order, and simultaneously to instill an understanding and appreciation of the culture involved.

MAJOR RECOMMENDATIONS

REQUIRE ALL STUDENTS TO STUDY A FOREIGN LANGUAGE CONTINUOUSLY FOR AT LEAST THREE YEARS IN ELEMENTARY SCHOOL, STARTING NO LATER THAN THE FOURTH GRADE AND USING THE AUDIO-LINGUAL METHOD.

Scientific evidence and teachers' observations have shown conclusively that the elementary school child learns speech patterns more readily and accurately than adolescents. Every child should be given equal chance to achieve in this area at the age when it can benefit him most.

MAKE THE FOREIGN LANGUAGE PROGRAM AT ALL LEVELS MEANINGFUL AND CHALLENGING TO THE STUDENTS. WAYS MUST BE FOUND TO PROVIDE REAL LIFE EXPERIENCES THROUGH BETTER USE OF OUR COMMUNITY RESOURCES TO PROMOTE UNDERSTANDING OF CULTURE AS WELL AS BETTER ACQUISITION OF FORMAL SKILLS.

The value of the study of foreign languages in our modern world must be demonstrated vigorously to the students and the community at large.

THE TEACHING STAFF NEEDS THE ACTIVE SUPPORT OF THE ADMINISTRATION TO ACHIEVE EXCELLENCE IN THE FOREIGN LANGUAGE PROGRAM.

RECOMMENDATIONS FOR IMMEDIATE ACTION

1. Offer French as well as Spanish in the elementary grades. Offer all languages taught in the system in the 7th grade, including Latin.
2. Require five years of foreign language for college preparation until entrance examinations are changed or administration judges requirement not necessary.
3. Measure student progress regularly with standardized proficiency tests.
4. Keep classes small--20 maximum, especially beginning classes.
5. Make each classroom a "cultural center" full of cultural material provided by the District.

6. Adapt instruction to individual needs of students--learning patterns and interests.

7. Provide released time (and sabbaticals) for our teachers to maintain fluency and increase creativity in motivating students and teaching.

8. Stimulate the sharing of new ideas among teachers as reported in the profession or as tried in Berkeley.

9. Encourage more communication among teachers of foreign languages and related subjects such as: communication skills and arts (English), social studies and projects--integrated study of a country or civilization, plays in a foreign language etc.

10. Periodically review the criteria and process used in evaluating foreign language teachers.

RECOMMENDATIONS FOR RESEARCH AND LONG-RANGE ACTION

1. Make an exhaustive study to determine whether the early teaching of foreign languages stimulates culturally disadvantaged children to achieve.

2. Try flexible scheduling of foreign language courses. Compare relative value of intensive teaching with regular daily sessions.

3. Set up a camp as part of the curriculum where all activities would be conducted in a foreign language.

4. Exchange with foreign cities: foreign language teachers, students, as well as correspondence and cultural material.

5. Consider foreign language study beginning in first grade and the inclusion of Oriental languages in the curriculum, among others.

6. Develop a course where students are exposed to several languages and/or a course in language roots, aimed at teaching "foreign language readiness."

COMMITTEE I - INSTRUCTIONAL PROGRAM

REPORT ON FOREIGN LANGUAGE CURRICULUM

INTRODUCTION

Despite its role of world leadership, the United States has a provincial outlook regarding the study and use of foreign languages and the understanding of foreign cultures. Very few Americans can communicate with other people in other tongues. Very few Americans have any real appreciation of the differences between ourselves and the other peoples of the world. And yet the need for understanding is greater than ever in today's shrinking world. Young Americans can no longer be permitted to go through school without being exposed to the study of foreign languages and foreign cultures.

Learning a foreign language helps prepare students for various vocations such as branches of government service, business, journalism, the arts and academic pursuits. Learning a foreign language adds new scope to leisure, increasing the range of experience gained from reading, movies, radio, television, and traveling. It also improves the student's humanistic education. For this reason, Latin should continue to be a part of our language program.

Learning a foreign language develops personality and builds self-confidence.

FOR THESE REASONS WE BELIEVE THAT ALL AMERICANS SHOULD HAVE AN EQUAL CHANCE TO LEARN FOREIGN LANGUAGES: THAT FOREIGN LANGUAGE STUDY SHOULD NO LONGER BE EXCLUSIVELY FOR THOSE HEADED FOR COLLEGE BUT SHOULD BE GIVEN EARLY TO EVERY STUDENT AS A MEANS OF HELPING HIM ACHIEVE HIS FULL POTENTIAL AND TAKE HIS PLACE IN A WORLD CHARACTERIZED BY INCREASING MULTI-LINGUAL COMMUNICATIONS. THERE IS SOME INDICATION THAT FOREIGN LANGUAGE STUDY MAY BE A PATHWAY FOR LOW ACHIEVERS IN OTHER STUDIES TO REACH HIGHER LEVEL OF SCHOLARSHIP.

WORK OF THE SUBCOMMITTEE ON FOREIGN LANGUAGES

The subcommittee on foreign languages was organized early in 1966 and consists of three members who met regularly in the spring and fall.

METHODS OF INVESTIGATION

This subcommittee felt it could make no valid recommendations unless it was well acquainted with the present teaching program, and the aims, goals, aspirations and problems of our teaching staff. We have been most gratified in the course of our investigation to find not only eager cooperation and understanding of our purpose but also real concern and enthusiasm. We talked with teachers and administrators, and we visited 33 foreign language classes at all levels. This included classes in both high schools, both junior high schools and five elementary schools. One of us also visited a school in San Francisco.

With the approval and help of the heads of the foreign language departments, we devised a four-page questionnaire which was sent out to all the foreign language teachers in the system: 4 elementary school teachers and 31 secondary school teachers. The completeness of the returns was especially encouraging. Out of 35 questionnaires sent, 32 were returned. (See the Appendix for a copy of the questionnaire and summarized results.)

We also held a panel discussion with selected high school students. Their views were also of great value to us. (See the Appendix for main comments of this discussion.)

We also met with members of the University of California faculty who are involved with the training of foreign language teachers and the coordination of secondary school and college education. We obtained from them information on the present teacher training program, the increasing involvement of universities in secondary education, and the particularly successful foreign language programs in the nation.

We read suggested books, articles in professional journals reporting programs abroad and at home, and material describing current research and findings. We obtained valuable information directly from the Modern Language Association, from the foreign language division of the United States Office of Education in Washington and from the Office of the State Coordinator of Foreign Languages in Sacramento. We benefited from all of this information in preparing our report, but further use could be made of this material in a longer and more thorough study. It is our hope, therefore, that this report will lead to further study by a standing committee on foreign language instruction.

LEGISLATION AFFECTING BERKELEY'S MODERN LANGUAGE PROGRAM

Like most other school districts throughout California, Berkeley has seen several major changes in its foreign language program in the past ten years. These are due to: 1) The National Defense Education Act (NDEA) passed by Congress in 1958, and 2) the California State Law AB 2564, otherwise known as the Casey Bill passed by the California Legislature in 1961.

A. FEDERAL LEGISLATION

In passing the NDEA, Congress recognized the national need to stimulate the teaching of modern languages as well as the teaching of science and mathematics. The NDEA provides funds on a matching basis to local school districts which submit proposals aimed at improving their modern language program. The funds are administered through the State after the proposals have been approved by the State Superintendent of Instruction.

Berkeley has applied for NDEA funds annually since 1959, and usually has obtained at least part of the amount requested. Through these funds the foreign language laboratory facilities were set up, the audio-lingual-visual materials were acquired, the elementary and secondary school foreign language programs were expanded. Some of our teachers also attended NDEA foreign language institutes.

It is possible that in the future, still greater use of NDEA funds could be made, not only to expand our present program and facilities but also to further research in the field. (See Recommendations for Experimentation.)

B. STATE LEGISLATION

In passing the Assembly Bill 2564, the California State Legislature declared:

> "It is the policy of the State to foster and encourage foreign language programs....in order that the children of this State be adequately prepared to undertake their duties as American citizens in a world in which the ability to communicate with peoples of other countries in their own tongue is of ever-increasing importance."

In keeping with this law a foreign language is taught to all the children of Berkeley in grades 6 and 7. Starting next year (1967-68) it will be given to all the children for three consecutive years, in grades 6, 7 and 8. The law provides for exemptions for the mentally retarded, those whose native tongue is a foreign language, those who have a high priority need for remedial reading.

An attempt to modify the present state legislation regarding foreign language teaching has recently failed, but two Assembly Bills relating to foreign language teaching are still under study:

1. Proposals are being considered to delete the passage in the Education Code making the study of foreign language compulsory (AB 603).
2. Proposals are under consideration to provide funds to implement Section 7604 of the Education Code which includes foreign language teaching (AB 414).

The federal and the state pieces of legislation now implemented bring into focus two major points:

1. The national need to train more people to be fluent in languages and to understand other cultures.
2. The obligation of every administrator and every teacher, whether he be a foreign language specialist or not, to regard foreign language teaching no longer as the subject to teach to the selected few probably headed for college, but as a means to help students achieve their full potential and contribute to the world at large.

PRESENT FOREIGN LANGUAGE PROGRAM IN BERKELEY

The foreign language program in Berkeley has undergone major changes in the past years and is presently in a period of transition when the modern methods of teaching foreign languages are being adapted to meet the needs of our students.

The following languages are now taught in the Berkeley schools:

Spanish from the 6th through the 12th grade
French from the 7th through the 12th grade
Latin from the 8th through the 12th grade
German from the 8th through the 12th grade
Russian from the 9th through the 12th grade

A. FOREIGN LANGUAGE IN THE ELEMENTARY SCHOOLS (FLES)

The FLES (Foreign Language in the Elementary School) program was started in 1962 before the law made foreign language teaching mandatory. Until the fall of 1966 Spanish was taught in the 6th grade by traveling specialists twice or three times a week. The classroom teacher was expected to follow their teaching the remaining days of the week. As of this year, 1966-67, 6th grade Spanish is taught entirely by specialists, daily for periods of 20 minutes. It is taught in the pure audio-lingual method, i.e., in direct conversation form. All 6th graders take it. The material used in these classes is not, however, part of the series used in the secondary school instruction.

B. FOREIGN LANGUAGE IN THE SECONDARY SCHOOLS

1. Enrollment

Please see Appendix for the present enrollment in the secondary foreign language classes. As of this year all 7th grade students have to take a foreign language, unless exempted. There are 120 remedial reading exemptions at Garfield and 50 at Willard.

Although the classes tend to average 25 students per class, we have visited classes with over 35 students, and others with 9. The beginning classes are particularly crowded. The smaller classes are often the advanced ones.

We might note here that 259 students have chosen to take French as soon as possible, i.e., in the seventh grade, after one year of compulsory Spanish.

2. Instruction

Foreign language instruction is given every day in the regular forty-minute period.

Up to three years ago the traditional grammar-reading method was used almost exclusively in all the Berkeley secondary schools, not only to teach Latin, but also to teach the modern languages. After holding many meetings to discuss the latest developments in foreign language teaching, the foreign language teachers of all four secondary schools decided in 1963 to adopt the audio-lingual (A.L.) and the audio-lingual-visual (A.L.V.) methods which were already successfully used elsewhere. They are now used in Berkeley at least in the beginning classes of all modern languages. French is being taught through the St. Cloud method in the Chilton Series since 1963. Spanish is being taught with the McGraw-Hill materials, "Learning Spanish the Modern Way," since last year. It is given this year to all beginning classes and also to second-year students in the 8th grade. The audio-lingual method is gradually being phased in to the overall program. However, there is at present no systematic evaluation of efficiency of instruction.

There is a course of study for each language taught. The ones used currently were completed in August 1966. These are revised whenever needed.

The modern language program is in a period of transition for several of the languages. The staff is devising ways to ensure that students trained by the audio-lingual method will be adequately prepared to meet college board examinations which stress knowledge of grammar.

The Latin program has undergone important changes too which have enlivened and enriched it. The study of ancient cultures and art is particularly successful.

3. Audio-Visual Equipment

All modern language classrooms are now equipped with audio-visual equipment, and two of the four secondary schools have language laboratories. Berkeley High School, as of this year, is making use of a new installation with a full-time technician. Willard is also using its laboratory. Garfield has an unsatisfactory portable laboratory. West Campus is awaiting the installation of new equipment.

4. Tracking

For the first time in 1966-67 the seventh grade foreign language classes were divided into two tracks: 1 and 3 covering the same material, but track 3 doing it in twice the time. This has not proved as workable as had been hoped. Grouping, however, is felt to be necessary by the staff.

5. Administration and Staff

Two years ago there was a major change in the administration of the foreign language program at the secondary level. A foreign language curriculum associate was appointed. He is the coordinator of the four high school foreign language departments and is responsible to the Director of Secondary Education. Each high school has a foreign language chairman and the individual foreign language teachers are responsible to both the foreign language chairman and to the principal of their own school. The teachers of different levels hold meetings per language to ensure coordination and articulation. This change in organization has been a great improvement. There is also a foreign language coordinator at the elementary level who is responsible to the Director of Elementary Education.

Currently there are 45 foreign language teachers in the Berkeley schools: 7 at the elementary level and 38 at the secondary. The secondary school teachers teach 5 periods a day and have two study halls.

Interesting and promising team teaching is presently done at Willard.

6. Hiring and Promotion Practices

Up to now no proficiency test was required of prospective teachers. The Modern Language Association Proficiency Test for teachers will be a requirement in the future.

Procedures for the evaluation of teachers' performance will also be revised, probably putting more emphasis on proficiency, overall performance and creativity than was done in the past. At present tenure is obtained after three years satisfactory teaching.

SURVEY OF MODERN LANGUAGE TEACHING AROUND THE WORLD

(This information comes from the XXVII International Conference on Public Education, Geneva, 1964. The survey is entitled: Modern Languages at General Secondary Schools.)

A. NUMBER OF LANGUAGES REQUIRED

Of the 85 countries which participated in the survey, 76 (90%) require the study of at least one modern foreign language by their students. In 32 countries, the study of one language is the total requirement. In 38 countries, two languages are required. Five countries require the study of three languages. And one country--Iceland--requires four.

B. NUMBER OF YEARS OF STUDY REQUIRED

Modern language study is compulsory for as long as eight or nine years in 11 of the surveyed countries; for seven years in 24 countries; for six years in 31; for five years in 12; and three years or less in four countries. Students completing high school will have studied at least one modern foreign language for six or seven years in 67% of the countries that replied. This is true in Russia, West Germany and France. In the United Kingdom, at least one language is required, in practice, for five years. (Where foreign language study is required in the United States, the length of time is almost always two or three years.)

C. LANGUAGES OFFERED

The most-taught languages are the major European tongues. Forty of the 85 countries require English as a foreign language. It is an elective subject in 35 others. Counting countries where English is the mother tongue, we find this subject offered in all responding nations.

French is taught as a foreign language in 70% of the countries replying. Including those areas where French is the spoken language, this subject is taught in 80 of the 85 responding countries.

Next, in order of frequency taught, are German, Spanish, Russian, and Italian. No other languages are taught on a widespread basis. (In the United States, Spanish, French, and German--in that order--are the most frequently taught languages. Italian and Russian are being offered more and more.)

D. AGE FOREIGN LANGUAGE STUDY BEGUN

Usually the first modern language courses are offered or required in secondary school. But in 28 countries, foreign language study in public schools begins at the primary level, sometimes on a compulsory basis. In most of these cases, the course begins at age 10 or 11. Several countries, including the United States and Russia, are experimenting with the teaching of foreign language to children in kindergarten. In only a few countries--and there in only certain types of schools--is a second language compulsory during the same year the first language is begun. In practically all countries, students begin their second language an average of two or three years after the first.

E. PORTION OF CURRICULUM DEVOTED TO FOREIGN LANGUAGE

It appears that in 45% of the countries surveyed the compulsory language or languages are allotted more hours than the mother tongue. In 20% of the countries, the modern language and mother tongue receive equal emphasis. (Where taught in the U.S., foreign languages receive slightly less curriculum time, on the average, than English.)

The percentage of time given foreign language(s) within the total curriculum during the first years of study varies widely. Modern language study occupies from one-third to one-fith of total teaching time in 45% of the countries, and from one-sixth to one-eighth in 36%. (The ratio in the U.S. is one-fifth to one-sixth on the average.)

F. AIMS OF FOREIGN LANGUAGE INSTRUCTION

There is an almost complete unanimity among the reporting countries on the aims of their foreign language programs, as follows:

1. The learning of a foreign language constitutes part of the pupil's general culture as well as of his intellectual and social training. The aim is at the same time formative, cultural, and practical.

2. In most cases the practical and social aim takes precedence before the literary and cultural aim. Knowledge of a language should first serve for communication. Emphasis is thus from the beginning placed on practical use of the language. In most of the countries the oral language is begun first (oral practice, pronunciation, conversation) and is followed by work on the written language.

3. At lower secondary level the study of the language is limited by its essential practical aims. At the upper level the cultural aim is not to be neglected.

4. The learning of a language is not an end in itself but should acquaint pupil with the country whose language he studies and not only with its literature but also with its civilization and culture, its history and geography, its customs and social and political life, its contribution to art and science. (This aim is specifically mentioned in some fifty of the replies.)

G. METHOD OF TEACHING

We have this statement from the survey:

> "Whether the method be prescribed, suggested or simply left to the teacher's initiative there is in general a preference for active methods, and particularly in the case of language teaching, for direct and oral methods, which correspond to the more practical aim of this teaching."

And this further statement:

> "In most cases the method is composite, at the beginning direct or oral, and subsequently grammatical and written. It would seem that the grammar is generally taught in an inductive way in connection with the sentence studied or the text which is read. The mother tongue should be employed as little as possible."

Some countries are experimenting with the teaching of other subjects (such as science, history, geography, philosophy, literature, and mathematics) in the foreign language. (Poland, Morocco, Sudan, Russia)

H. TEACHERS AND TEACHING AIDS

As far as possible, modern languages are taught in all countries by specialized teachers, but in only 15 of the replying countries is there no shortage of such teachers. (The U.S. has a shortage due to the increasing demand for modern languages and the extension of the period of study.)

Ten countries require that teachers spend a period in the country whose language they are going to teach. Twenty other countries recommend foreign study and encourage it. The exchange of teachers by various countries helps make this possible.

To help foreign language teachers maintain proficiency, 73 of the responding 85 countries provide inservice training. Special courses by visiting foreign teachers, language laboratories, and teacher exchange with other nations are among the methods used.

The use of audio-visual aids is becoming an increasingly important factor in language teaching around the world, although the expense of this equipment has kept it from yet being widespread. Films and recordings are the most frequently used aids.

We might conclude by quoting from the 1965 Supplement to the 1964 survey:

> "This additional data (responses of 23 additional countries) is further evidence of the fact that modern language teaching has become an essential element in general education as well as in preparation for life and that it is assuming increasing importance among the matters which demand the attention of educators generally and of education authorities."

SURVEY OF FOREIGN LANGUAGE PROGRAMS IN THE UNITED STATES AND CALIFORNIA

A. NATIONAL

In the previous section, foreign language teaching in the United States was mentioned in relation to foreign language teaching throughout the world. In this section we shall mention the tremendous progress made in the field in the past decade and survey briefly the present situation.

Until the passage of the National Defense Education Act in 1958, foreign language teaching was considered as a stepchild by most school administrators. This attitude is not totally gone.

A few figures will illustrate this spectacular progress made in the nation these past years. While the public high school population in the U.S. rose about 36% from 1958 to 1963, the foreign language enrollment rose about 81%. The number of foreign language laboratories grew from 46 in 1958 to 7,000 in 1965. By the end of the year 1964-65, more than 17,400 elementary and secondary school language teachers had attended 386 modern foreign language institutes sponsored by NDEA.

The type and quality of the programs vary greatly depending on state and local leadership and enthusiasm, local financial resources, community needs and degree of joint efforts between the school districts, the local institutions of higher learning and the community. Each program has to be evaluated in the context of its community, and no one school district can be picked out as the best example to follow.

Foreign language programs at the elementary level have been carried out for some time with various degrees of success. Some successful programs have been going on for six years or more from the 3rd grade up or even from the 1st grade. Some have been dropped; the financial burden was not judged worthwhile. Others have been cut back. Staffing has been the hardest problem. The soundest and most successful programs have generally been those using only specialists. Administrators' attitudes and elementary school staff reactions have had much to do with the success or failure of such programs.

Total articulation from elementary school through college is hard to find anywhere. Indiana, however, has a sound, well-articulated program through the involvement of Indiana University, which is carrying out a five-year Ford Foundation program throughout the state.

All over the nation, high school student exchange programs are on the increase. So are teacher exchange programs and bilingual schools.

Opportunities for teachers to get further training at foreign language institutes at home or abroad are also on the increase.

B. CALIFORNIA

California is the one state in the nation that currently requires compulsory study of a foreign language starting in the 6th grade. The suddenness of this requirement created an outcry across the state, and the repercussions are still being felt. It brought about a counter-revolution, and enlightened citizens should appraise in an objective way the pros and cons of such a requirement in their own community.

The quality of foreign language teaching throughout the state is uneven, especially at the elementary level. Among the best overall programs is that of Beverly Hills Unified School District, which has a carefully planned curriculum from the first grade up.

Among sound programs in the Bay Area is that of Palo Alto Unified School District, which has benefited greatly from the involvement of the Stanford foreign language departments. The Sequoia Union High School District and the Tamalpais Union High School District also have sound programs.

There is a great variety in the amount of financial support local school districts give to their foreign language programs. For instance, in regard to the training of personnel, some school districts, such as the Santa Clara Union School District, have conducted and paid for a three-year inservice training program for sixth grade teachers. Other districts, such as the North Sacramento School District, provide substitutes at district expense while teachers attend workshops or go on field trips. Most school districts give credits for salary increments to teachers who attend institutes.

The opportunities for foreign language teachers to attend workshops or institutes in the U.S. or abroad are growing rapidly. Both the State and universities are conducting summer sessions, either locally or abroad.

The State Department of Education and the County School Departments have foreign language divisions which provide information and direction to local school districts. Alameda County has been particularly active these past years, and instrumental in stimulating sound foreign language teaching.

CONCLUSIONS

1. The overall value of foreign language study in general education and in preparation for life is at present recognized better abroad than at home. We are sadly lagging in this area. Berkeley is no exception.

2. To learn a foreign language is to learn a new skill. Studies in the field have shown conclusively that ability to learn a foreign language is not correlated with intelligence or achievement in other subjects.

3. Research in the field of foreign language teaching has been abundant and disappointing. Overenthusiasm has led to fruitless efforts and money wasted on equipment that did not bring about expected results. There seems to be as yet no substitute for a good well-trained enthusiastic teacher who makes foreign language learning an exciting living human experience for his students, using modern equipment as an aid not as a substitute to teaching.

4. The recent rapid developments of foreign language programs throughout the nation has led to spectacular progress in foreign language teaching. It has also led to mistakes, failures and confusion, especially at the elementary school level. But taking into account the new orientation of our national education as well as experts' advice in the fields of language learning and foreign language teaching, we conclude that:

   Every child should be given EARLY the experience of direct contact with a foreign language and a foreign culture, as part of his general education. This experience should be given for a long enough period to result in significant learning, before it is determined whether the student should continue or abandon the study. Neither intelligence tests, reading ability or achievement in other studies should enter into the selection of foreign language students at the elementary level. This viewpoint is supported by a recent statement from the United States Office of Education in Washington:

> "In summary it appears that sound educational policy for foreign language programs should provide equal opportunities for all pupils at an age when their aptitude is maximum and the potential effect on their lives is greatest."

Berkeley is fortunate to have a sound FLES program reflecting this philosophy in the sixth grade. Sixth grade, however, is the last year of elementary school instruction!

We support the idea of a state requirement for foreign languages provided adequate financial aid is given. For Berkeley, we think the three years of required study should begin earlier than the 6th grade.

5. Berkeley's foreign language program rates well both nationally and statewide. Although late to come, remarkable progress has been made in the past recent years regarding expansion of the program, upgrading of teaching, articulation as well as coordination of the program at different levels in the different languages. The morale of the staff is high, and the adjustment of the teachers to the hard demands of the modern methods has been good. Both the staff and the administration have shown wisdom and good judgment in the way the changes were made. There are promising attempts at team teaching, and although a conservative outlook prevails at the secondary level, sound changes are taking place.

6. Currently modern language secondary school teachers are seeking solutions to two important problems:

   a. The problem of teaching the audio-lingual method and at the same time preparing students for college requirements which are still based on the traditional approach. We hope this problem will soon be worked out.

   b. The problem of evaluating the progress of students at every level of the program. This is a top priority need.

7. Our own observations and findings lead us to make the following statements:

   The teaching of a foreign language is thought of by many of our teachers primarily as the teaching of a skill, and therefore it does not include sufficient material about the life of the country. This results in a double loss. First it neglects the human approach--the customs and culture of the country that one would need in traveling there or in dealing with people from that area. Secondly, as a result of the relative neglect of this cultural material, many teachers lose a major opportunity to stimulate student involvement and excitement; lack of such motivation slows the learning of the language skills themselves. One place where we have found these cultural values included in the teaching with notable success is in some of the Latin classes. Here it has actually made an ancient people seem alive and exciting.

8. The exclusive use of film-strip-and-audio-tape drills or the overuse of dialogues within the oral approach at secondary school levels can easily lead to frustrations, boredom, and discouragement among students through lack of understanding of method and/or content. There is evidence of this now. No method is effective for long without a talented teacher who knows how to vary and supplement it. Our teachers lack the time to do this.

9. Individual differences in foreign language learning ability are generally acknowledged by our teachers, but individual needs are sometimes not met for those who need it most.

RECOMMENDATIONS AFFECTING OTHER AREAS OF CURRICULUM AS WELL AS FOREIGN LANGUAGE PROGRAM

1. Study the role of the teacher, including that of the foreign language teacher in today's and tomorrow's classrooms. The teacher is to encourage, stimulate and help students learn, rather than to transmit a skill or body of knowledge according to a given method. He must recognize the individual needs of his students and adjust his method to meet these needs.

2. Provide release time for teachers to encourage creativity and greater effectiveness.

3. Develop more communication between elementary and secondary personnel to ensure greater continuity K through 12.

4. Encourage more communication between personnel of related fields leading to common courses and cooperative projects. (i.e., foreign languages, performing arts, social studies, or history, for instance.)

5. Keep in touch with development of EPOCH, the local center for the teaching and understanding of man's cultural history. (See Appendix III of report on Creative Arts.

6. Encourage experimentation within reasonable bounds. Experimentation should always be paired with an evaluation program and with safeguards against overexposure of any given student to experiments.

7. Establish flexible scheduling to break the monotony of daily routine and enable presentation of material in a more intensive fashion whenever warranted.

8. Involve high school students in program planning.

9. Develop new criteria to evaluate classroom performance of teachers.

10. Set up a Citizens Advisory Committee that would help evaluate new ideas and new approaches and would help shape them before going into effect without being subject to political pressures.

11. Recognize and reward teachers' creative efforts and professional involvement at regional and national levels.

12. Review role of school principals in hiring, promotion and tenure policies especially in regard to specialists such as foreign language teachers.

13. Meet the crying need of job description for every position.

RECOMMENDATIONS FOR IMMEDIATE ACTION

The goals of the foreign language program should be:

1. To acquire the four communication skills in this sequence: listening with comprehension, speaking, reading and writing.

2. Simultaneously to appreciate and understand the culture of the language studied.

3. For the more advanced students to acquire some knowledge of the literature as an expression of the culture under study.

A. PROGRAM

1. The value of foreign language study must be demonstrated vigorously to the students and the community at large.

2. Make foreign language teaching at all levels meaningful and challenging to the students. For this it is imperative that both students and parents understand methods used.

3. Require a minimum of three consecutive years of foreign language study of all children at the elementary school level. This program to be given by specialists on a daily basis in the audio-lingual method. The program to begin at least in the fourth grade so that students have a longer exposure to audio-lingual teaching during the years they are most responsive to it. Agreement would have to be obtained from State Board that three-year study would fulfill state requirement if present requirement remains.

4. Offer French as well as Spanish in the elementary grades if at all possible.

5. Continue for the time being the audio-lingual method for all beginning classes throughout the system.

6. Offer in the seventh grade all the languages offered in the system.

7. Require five years instead of three for college preparation until College Board examinations are changed, or as recommended by the staff.

8. Adapt instruction to individual needs after first intensive exposure to audio-lingual method. Grouping per need and interest is advisable. Time of introduction of the written word and use of written material should depend more than it is now on individual student's needs and/or ability.

9. Establish a "cultural center" in each classroom to enliven the program. The school system, not the teacher alone, should be responsible for creating the cultural atmosphere of the class, and providing cultural material for displays and projects.

10. Motivate students continually by involving them in projects including cultural ones. (See replies to questions 14 and 15 of teachers' questionnaire, Appendix B.) Concentrate efforts on those who have particular difficulties.

11. Establish systematic and regular evaluation of the program at every level and for every language, including the measurement of student progress through standardized proficiency tests. (See replies to question 18 of teachers' questionnaire.)

B. TEACHING CONDITIONS

1. Establish small classes--20 students maximum--especially for beginning classes when need for closer student-relationship greatest.

2. Have lighter teaching load. The physical strain of teaching the audio-lingual method makes it highly desirable that modern language teachers be given lighter teaching loads.

3. Establish release time for teachers. The foreign language teacher needs time to keep up his language fluency outside the classroom situation. He also needs time to be creative and vary his presentation to maintain the interest of his class.

4. Improve inservice training program.

C. ADMINISTRATION

1. Improve articulation and communication between elementary and secondary levels through improved personal relations.

2. Improve communication and stimulate sharing of creative ideas among staff.

3. Improve supervision of student teachers so that no student teachers are used who do not have good proficiency in the language and no student teachers are used in beginning classes.

4. Require proficiency test of all new personnel. Periodically review the criteria used in the hiring of personnel in keeping with developments in foreign language teaching.

5. Periodically review the criteria used in evaluating the performance of recently hired teachers in order to measure oral proficiency, enthusiasm, creativity, and knowledge of the language's culture.

6. Continue the present practice of obtaining consensus between the curriculum associate, the department chairman and the principal prior to employment or termination of language teachers.

7. Keep up-to-date list of the most active foreign language centers and best foreign language programs in the country for use in the hiring of new personnel.

LONG-RANGE RECOMMENDATIONS

1. Study foreign language from first grade up.

2. Adopt foreign cities and exchange correspondence, cultural materials and resources.

3. Exchange teachers possibly with cities adopted.

4. Exchange students possibly with cities adopted.

5. Teach Oriental languages as well as other languages.

6. Establish a foreign language camp away from city where all activities would be carried out in a given language. As part of curriculum, this could be used for brief periods during the year by some classes, or for longer periods during the summer.

7. Develop a course in comparative languages where student is exposed to several different languages within a semester.

8. Develop "area study" projects where all aspects of a given country or civilization would be studied including its language. This would call for the coordinated efforts of various departments such as history, arts, science as well as foreign languages.

9. Establish cooperation between different school departments for short projects such as production of a play in native language.

10. Develop a course where students are exposed to several languages and/or a course in language roots, aimed at teaching "foreign language readiness."

RECOMMENDATIONS FOR EXPERIMENTATION

1. Berkeley has a unique opportunity to test the value of teaching foreign languages to culturally disadvantaged children in the elementary grades.

   While many experts urge the teaching of foreign languages to children of disadvantaged backgrounds in the primary grades, there is not, as yet, conclusive evidence about the benefits of this program, since no research project has yet been reported in this area.

2. Berkeley with its dynamic approach to education also offers unique opportunities to test different ways of presenting a given foreign language program to students: for instance, the value of flexible scheduling in foreign language teaching, i.e., intensive periodic exposure to foreign language as compared to regular daily exposure.

   It is likely that research funds would be available either from the Federal government (NDEA) or from a foundation to carry out well-designed projects.

IN CLOSING WE WISH TO STATE THAT THE FOREIGN LANGUAGE PROGRAM IN BERKELEY MUST BE RE-EVALUATED WITHIN THE TOTAL CURRICULUM OF THE SCHOOLS AND BE GIVEN A MORE PROMINENT PART IN THAT CURRICULUM BECAUSE OF THE INCREASING IMPORTANCE OF FOREIGN LANGUAGES IN THE WORLD OF TODAY AND TOMORROW. BERKELEY SEEMS IN A UNIQUE POSITION BECAUSE OF ITS LOCATION AND LOCAL FOREIGN RESOURCES TO OFFER LEADERSHIP IN THE DEVELOPMENT OF A SOUND, LIVELY AND EXCITING FOREIGN LANGUAGE PROGRAM.

APPENDIXES

A. ACKNOWLEDGEMENTS

B. TEACHERS' QUESTIONNAIRE AND RESULTS

C. STUDENTS' PANEL DISCUSSION

D. MISCELLANEOUS DOCUMENTS

E. BIBLIOGRAPHY

APPENDIX A - ACKNOWLEDGEMENTS

The preparation of this report has been an exciting team undertaking. The cooperation we received throughout made it a heartwarming and rewarding experience for us. We are particularly grateful to our school personnel at all levels. They responded rapidly, efficiently and warmly to our many demands for information and clerical help. We are also grateful to the people we contacted outside our school system, at the University of California, at the United States Office of Education in Washington and at the State Department of Education in Sacramento. The information we received from them was very influential in the formulation of our conclusions and recommendations. We hope that these efforts will pay off in better education for all Berkeley children.

APPENDIX B - TEACHERS' QUESTIONNAIRE AND RESULTS

This part of the Appendix gives the letter and the questionnaire that were sent to all the foreign language teachers in Berkeley in 1966. Following each question are the tabulated results and selected comments which seemed to us to express best the consensus for any given question. Many specific remarks were made and constructive suggestions given. We could not include them all here, but we hope that our recommendations show that we benefited from them.

* * * * * *

Dear

This questionnaire was prepared, with the help of four of your colleagues, by members of one of several subcommittees of the School Master Plan Committee.

The SMPC was officially convened on May 25, 1965 by the Berkeley Board of Education. At that time, membership was 80-plus local citizens and some 50 Berkeley Unified School District staff members--both teachers and administrators.

Committee members are divided into five major subcommittees: The Instructional Program; Special Educational Services; Finance and Business Services; Community Environment, School Buildings, Facilities; Relationships Between the School District and Others.

The SMPC's goal, as established by the Board of Education: ..."the cooperative development, by a representative committee of lay citizens and staff members, of suggested programs, both short range and long range, in several specified areas." It is contemplated that in some cases this work will establish guidelines for the District to follow over 25 or 30 years. The Board also expressed hope that this undertaking "will provide an opportunity for an extensive exchange of ideas between lay citizens and staff members..."

This questionnaire offers one such opportunity. It supplements the visits we have already had with several of you in your language classes, where we have been impressed with the quality of teaching and most pleased with your warm reception. We hope you will find it worthwhile spending some of your valuable time sharing your knowledge and thinking with us further through this questionnaire.

We do not ask you to sign your name unless you choose. All material from each individual will be held confidential. Should we quote from any answer in our final report, the source will remain anonymous. If you feel you cannot make an adequate answer for lack of an opinion, please state this rather than leave the question blank.

Since the questionnaire was designed for modern language teachers, we realize many questions do not apply directly to Latin. We hope our Latin teachers will fill out the forms, nonetheless, for we know we can benefit from their experience, too.

Please mail the filled-out questionnaire within a week, by April 22. Thank you.

Foreign Language Subcommittee of
School Master Plan Committee
April 11, 1966

* * * * *

QUESTIONNAIRE FOR BERKELEY PUBLIC SCHOOL FOREIGN LANGUAGE TEACHERS

(Personal data submitted by teachers answering the questionnaire)

Elementary teachers	4
Junior High teachers	10
West Campus teachers	5
Berkeley High teachers	13
Total	32

Language taught by respondent

Spanish	14
French	7
Latin	3
German	5
Russian	1
French-Spanish	1
French-Spanish-Latin	1
Total	32

Length of time taught

Before 1956	16
1956-1961	6
1961-1963	6
1963-present	4
Total	32

Education in language taught

Majored in language taught	24
Minored in language taught	4
Neither majored nor minored	4
Total	32

Ways in which fluency obtained

Native language	9
Family background in language	9
Studied in school & college	31
Inservice training	7
Foreign language institutes	14
Travel	24
Other (live with foreign family, friends who speak, tutoring in language)	5

Teachers attend foreign language meetings

Yes	22
No	10
Total	32

Ways in which fluency maintained

Speak language at home	8
Inservice training	7
Foreign language institutes	9
Foreign books	24
Foreign newspapers & magazines	26
Foreign films	19
Native contacts	23
Travel	17
Other (letters, graduate work, self study, writing textbooks, tutor	11

(Questions asked and selected answers given by teachers answering the questionnaire)

1. **DO YOU AGREE THAT THE STUDY OF A MODERN FOREIGN LANGUAGE SHOULD BE COMPULSORY FOR EVERY STUDENT AS NOW REQUIRED BY LAW?**

YES	NO
20	12

ONE STATEMENT FROM THOSE WHO SAID "YES"

We must become a nation of at least bilingual people. Our position in the concert of Nations makes it imperative. I believe that anyone that learns to speak one language could learn another. Language is a skill.

ONE STATEMENT FROM THOSE WHO SAID "NO"

I feel the introduction of FL into lower grades forces neglect of other basic needs of many children who have restricted fluency in use of English--in this sense, compulsory FL is a "faddish frill".

2. **IF "YES", HOW MANY YEARS DO YOU FEEL SHOULD BE REQUIRED OF ALL STUDENTS?**

1-6 yrs.	3 yrs.	4 yrs.	5 yrs.	6 yrs.	more
5	3	3	-	2	7

3. **AT WHICH GRADE LEVEL SHOULD STUDENTS BE INTRODUCED TO FOREIGN LANGUAGE STUDY?**

K-3	3-6	7-9	10-12
10	18	4	-

a. **AT WHAT LEVEL SHOULD A SECOND LANGUAGE BE OFFERED?**

K-3	Elementary	3-6	7-9	10-12
1	2	3	13	3

One indicated at the same time as the first foreign language.
One indicated after three years of the first language.
One indicated at least two years apart.

b. **WHICH LANGUAGES SHOULD BE TAUGHT AT THE ELEMENTARY LEVEL?**

Spanish	French	German	Russian	Japanese	Italian	Latin	Chinese
16	15	9	3	2	1	1	1

4. WHAT GOALS SHOULD THE BERKELEY FOREIGN LANGUAGE PROGRAM HAVE?

	Order of Importance					
	1	2	3	4	5	6
Understanding of the country's culture			5	5	8	
Ability to write the language			3	11	3	
Meeting college entrance requirements					5	9
Ability to read the language		3	12	2	1	
Ability to listen with comprehension	21	3	1			
Ability to speak the language	8	22				
Other						

5. DO YOU TEACH THE GRAMMAR-READING METHOD?

YES	NO
16	15

DO YOU TEACH IN THE AUDIO-LINGUAL-VISUAL METHOD?

YES	NO
27	3

Twelve answered "yes" to both questions.

6. WHICH METHOD DO YOU PREFER FOR BEGINNING STUDENTS?

Audio-Lingual Visual	Grammar-Reading	Combination
25	1	3

WHICH METHOD DO YOU PREFER FOR INTERMEDIATE?

16	9	4

WHICH METHOD DO YOU PREFER FOR ADVANCED?

11	7	11

At all the levels the basis should be audio-lingual; but as progress is made, the traditional skills should be introduced, but in the new approach rather than the traditional manner.

Part of the reason for "mixture" of methods is keyed to maturity of our students who want to know "why"--younger kids are more easily satisfied with A-L materials and methods.

It is a more natural way of learning to use the A-L method for beginning and intermediate. Emphasis is on understanding and speaking and then reading, writing and possibly grammar after proficiency is attained.

7. DO YOU KNOW OF ANY TEACHING METHOD YOU FEEL IS SUPERIOR TO THESE?

No	Yes
25	0

8. ARE THE INDIVIDUAL NEEDS OF OUR STUDENTS BEST TAKEN CARE OF BY THE METHOD YOU ARE PRESENTLY USING?

Yes	No
22	7

9. IF "NO", DO YOU HAVE SUGGESTIONS AS TO HOW THIS COULD BE REALISTICALLY IMPROVED?

Three persons suggested that the size of the classes is a very important factor.
Hire the very best teachers obtainable early in the spring.
By looking at our goals for each track and deciding what they can attain and our expectations. We have decided that our goals for track 3 should be altered.

10. WHAT YOU THINK THE OPTIMAL CLASS SIZE IS?

THRU 6TH GRADE - Beginners

Blank	15	15-20	20-25	25 and over
8	6	13	3	2

THRU 6th GRADE - Advanced

Blank	12-15	15-20	20-25
19	4	4	5

JUNIOR HIGH - Beginners

Blank	15	15-20	20-25
6	1	17	8

JUNIOR HIGH - Advanced

Blank	15	15-20	20-25
12	1	9	10

SENIOR HIGH - Beginners

Blank	12-15	15-20	20-25
3	2	17	10

SENIOR HIGH - Advanced

Blank	10-15	15-20	20-25	25-30
9	3	10	9	1

11. ARE THERE AT PRESENT MAJOR OBSTACLES WHICH PREVENT YOU FROM TEACHING THE WAY YOU WOULD LIKE TO?

Six persons indicated "No" while five left the question blank.

MAJOR OBSTACLES (among several obstacles listed):

Four persons indicated time as an obstacle--lack of time to prepare for class.
Five persons indicated size of class as an obstacle.
Moving from class to class.
Too many duties other than teaching.
Classroom interruptions.
Non-homogeneous grouping.

12. DO YOU HAVE THE TEACHING AIDS YOU NEED?

Yes	No	Blanks
12	17	4

13. IF "NO", WHICH ONES WOULD YOU LIKE? (some of the aids mentioned)

Somewhat short, in the Audio-Visual classes, of student records.
Opaque projector.
More modern literature for advanced courses.
Language lab with recording decks.
The Berkeley Audio-Visual Center has no slides or filmstrips on France and only a few poor films.
Films and slides on countries studied.
Each child should have a take-home record.
A cultural island "set-up" where they can identify with the foreign language.
Three-dimensional objects that children can manipulate, etc.

14. WHAT DEVICES DO YOU USE NOW TO MAKE LANGUAGE TEACHING CULTURALLY ALIVE?

	NUMBER INDICATING USE OF MAJOR DEVICES
Films	21
Records	20
Tapes	12
Pictures	9

Among other devices mentioned more than 4 times: slides, magazines, native speakers.

15. WHAT OTHER DEVICES COULD BE USED TO MAKE LANGUAGE TEACHING A LIVELY AND ENRICHING EXPERIENCE FOR YOU AND YOUR STUDENTS?

WITHIN THE CLASSROOM (among many mentioned):

More individual aids for individual classrooms.
A telephone line to "outside world" with loudspeaker hook-up would permit use of the language to elicit information, contact with native speakers, etc.
Foreign visitors and speakers.
Realia from foreign countries.
Plays, musical activities.
More visual material.

IN THE SCHOOL (among others):

Pen-pals, language clubs, field days
A functioning lab where students can use facilities as at U.C.
French Club
Library
Foreign visitors--occasionally children
A cultural exchange fair
School assemblies featuring foreign artists, lecturers, etc.
Plays
More interchanges with foreign students

IN THE COMMUNITY (among several listed):

A festival of nations utilizing the help of thousands of foreign students in this area.
Parent groups promoting interest in international cultural activities in the community and at elementary schools through fairs, travel exhibits, films, foods, etc. ("things to come" ideas for elementary children)
Native speakers, cultural events.
More publicity concerning events involving other cultures.
Arrange cultural programs at a price students could afford.
Guest speakers, citizens interested in conducting student tours; exchange students.
Inter-school activities.
Creating interest in language other than: "Is my child meeting Cal requirements?"

16. IN HOW MANY ROOMS DO YOU TEACH?

ROOMS -	1	2	3	4
	18	6	2	2

17. DO YOU SHARE A ROOM WITH A NON-LANGUAGE TEACHER?

YES	NO
11	17

18. WOULD A STANDARDIZED PROFICIENCY TEST, WRITTEN AND ORAL, AS APPROPRIATE, WITH ESTABLISHED NORMS FOR EACH LEVEL...

	YES	NO
...HELP YOU MEASURE THE STUDENT'S PROGRESS?	23	5
...HELP THE STUDENT SEE HIS OWN PROGRESS?	25	2
...HELP YOU MEASURE THE EFFECTIVENESS OF THE COURSE OF STUDY?	20	7
...HELP YOU EVALUATE YOUR OWN TEACHING?	24	3

19. HOW DO YOU FEEL ABOUT THE MLA (Modern Language Association) TEACHER PROFICIENCY TEST?

	YES	NO
a. SHOULD IT BE REQUIRED OF TEACHER CANDIDATES?	21	3
b. SHOULD IT BE TAKEN BY THOSE IN THE SYSTEM?	14	10

20. HOW WOULD YOU RATE YOUR COLLEGE OR UNIVERSITY LANGUAGE TRAINING?

Outstanding	Satisfactory	Fair	Poor
8	16	2	1

21. CAN YOU SUGGEST WAYS TO IMPROVE THE COLLEGE TRAINING OF FOREIGN LANGUAGE TEACHERS?

COMMENTS (summarized):

The sooner the universities begin counting on proficiency exams at entrance, instead of simply the units, the sooner all language teaching will improve.

More emphasis and longer sequence for perfection in comprehension and speech by the individual teacher.

Target language should always be used in class, not English.

Teachers at secondary level should be required to spend two years of their training in the country of their language (subsidized of course).

More oral proficiency.

Avoid UC's system (traditional) and employ Indiana University's (oral-aural). Spend one summer or one year in target country.

Improve the college FL teachers (too many TAs teaching lower division courses). Less emphasis on preparing majors for graduate work in literature and criticism more on speaking and writing FL itself.

Teach them how to teach.

Courses in methodology, less in theory of education. Subsidized trips abroad.

More inservice training.

22. IS INSERVICE TRAINING ADEQUATE AT PRESENT?

YES	NO
8	17

23. CAN YOU SUGGEST WAYS TO IMPROVE IT?

COMMENTS (among others):

Careful orientation of all new teachers.

A day each semester in which a good substitute frees a teacher to go observe

23. (contd) other teachers of his subject.

More sabbatical leaves for language teachers in foreign countries.

Visitation and exchange of ideas, information, etc. among members of department staff.

Visiting other school to observe their teachers.

College-level A-L review courses with definite levels according to teachers' proficiency.

Regular summer courses on A-V methods, also subsidized for teacher remuneration.

Possibly extra pay to attend workshops on Saturdays. Maybe released time (Friday afternoons or Tuesdays, FL test day, when a proctor could administer tests).

Offer classes whereby teachers could practice and improve their proficiency in a language as well as their methods and techniques in teaching.

By inviting master teachers of the method to give demonstration lessons followed by a question-answer period which would allow teachers to ask precise questions in regard to detail.

Release time without loss of salary, to take courses at University, or to have specialists come to conduct seminars.

We need to give teachers a better idea of how to coordinate the foreign language and social studies. A workshop in this field would be helpful.

Give new teachers a "master teacher" selected for outstanding work to help, encourage, guide them their first year. A one-to-one relationship.

24. CAN YOU SUGGEST WAYS TO IMPROVE POLICIES IN THE HIRING OF OUR FL TEACHERS?

COMMENTS (summarized):

Several interviews, at different levels of the system. Read check of academic training. Require some experience in language teaching.

Require MLA Test results. Interview in the language. Interview by members of Language Department.

All foreign language teachers at secondary level should have a Master's degree in their language.

MLA exam plus requiring residency in the country where the language is spoken.

No teacher should be hired without approval of Curriculum Associate or his representative. Teachers should be hired early before the good candidates take other jobs..

FL teachers should be fluent in the language they want to teach. This should be determined by a competent FL consultant.

Insistence on oral proficiency.

Choose veterans, not new, marriageable neophytes.

Hiring and tenure policies are POOR. Department chairman and/or interviewing teachers' recommendations should be heeded. The principal should not have final word since he is often not in-the-know about the individual.

A major in the language that he is to teach. A strong background in the same. Oral and written test. Interview by at least one native speaker.

25. CAN YOU SUGGEST WAYS TO IMPROVE ARTICULATION OF THE FOREIGN LANGUAGE PROGRAM AT ALL LEVELS IN THE SYSTEM?

COMMENTS (selected from many):

Secondary curriculum associate should also have control over elementary program.

More communication and better understanding of goals among teachers of all levels is necessary. (Stated by several other teachers.)

Present work on revising FL courses of study should go far to improve articulation. One way of bettering this: stick with one publisher's materials as much as possible throughout the different language levels.

Increased visitation and discussion of problems, etc. Complete awareness of what is presented at each level.

Everything so far has failed because of the split in schools and fear of hurting feelings.

Teachers should "exchange"--teach a semester or year at a different level. Regular meetings (District-wide) to compare, exchange, etc.--experts brought in from outside for these meetings.

Release time, without loss of pay, to visit other classes, to observe; more funds for inservice training to provide specialists in the subject who will discuss not so much methods of teaching as content; time to get together for discussion.

26. DO YOU FEEL YOU CAN INNOVATE AND BE CREATIVE IN YOUR TEACHING?

YES - 32

27. DO YOU HAVE AN OPPORTUNITY TO EXPLORE AND SHARE NEW IDEAS WITH YOUR COLLEAGUES?

YES	NO	BLANKS
26	2	4

28. IS THERE SOMETHING ABOUT THE PRESENT FOREIGN LANGUAGE PHILOSOPHY IN THE BERKELEY SCHOOLS WITH WHICH YOU DISAGREE?

Twelve answered NO, and made no comments.

COMMENTS

I occasionally feel that in spite of the latest state requirements, foreign language is still looked on as a step-child in the curriculum--by some administrators.

All modern languages offered should be offered beginning grade 7.

It is the readiness of the student and the extent of his background in his native language that defines the curriculum.

I feel that we should not be compelled to conform so strictly to Cal's dictates. I also feel that those who are not "college-bound" should have more opportunities.

In the recent past we've been torn by two philosophies--have been retaining the traditional and emphasizing the audio-lingual. Perhaps we've been expecting too much from students. We've succeeded with the bright youngster. Failed with the average.

I feel that languages need not compete with each other. I don't think wise for teachers to "push" for "customers". As to offering 6th grade German--nonsense! Not enough interest to keep a continued flow of kids studying consecutively through 3rd or 4th level.

Why hasn't Latin been put down into the 7th grade level yet? By not putting it down, the administration is killing it off! We now have only two Latin classes.

I disagree with policy--that lower track students can't receive A's in language learning that is qualitatively the same as that of the upper track. The only difference is rate of teaching.

Parental and Board pressure to raise our grades.

At the elementary level Spanish is still not regarded as part of the curriculum, therefore is not given the support it needs.

29. CAN YOU SUGGEST WAYS THE FOREIGN LANGUAGE SUBCOMMITTEE OF THE SCHOOL MASTER PLAN COMMITTEE CAN HELP YOU IN YOUR LANGUAGE TEACHING?

Answers covered in preceding comments and subcommittee recommendations.

* * * * * * *

APPENDIX C

SUMMARY OF THE STUDENT PANEL DISCUSSION HELD AT WHITTIER SCHOOL

December 7, 1966

Ten Selected High School Students
Were Present

The students do not seem to have a clear understanding about the importance of studying foreign languages other than to fulfill a college entrance requirement. They either do not see themselves ever traveling out of the U.S. or feel that wherever they go someone will be on hand who speaks English. At the same time, the students seem puzzled as to why Europeans would be so eager to learn English. They realize that our own language is widely taught and spoken in Europe. Someone suggested that money might be the European motive.

They would like to see more culture and activities woven into their instruction. They seem to crave excitement and outside trips and activities as vehicles to help them learn language and use it naturally.

They believe flexible scheduling can make teaching and learning more effective. One quote:

> "It would be valuable to have an extended period of time, at least a week in which you would only speak the language. You would only go to that class. But it wouldn't really be a class. I have problems relating to the language because it doesn't seem real. At the moment I'm in sort of a lingual approach with dialogues and they're a little better than just the very dry reading and grammar I had before. But, nevertheless, I come into the class for 40 minutes and it takes us a while to start playing around with the thing and we just play around with it for 20 minutes or so, and then sort of drift out of the class. And I'm not really forced to really use it very much. And I don't think that this concentrated time thing would necessarily have to be at the higher levels or anything like that. I think it probably would be a very good way to start people in the language, if this was the only way they could communicate."

They would like to see plenty of teacher freedom and inventiveness: "I would like to see a foreign language teacher have as much freedom as he could."

They like the idea of starting out with a class and staying with it (the same people) for three or four years, so that they feel "like one big family."

They feel a lack of movies in their language study.

There was a suggestion that there be "Language 1-1/2" classes for those who did poorly in Language 1 and are not ready for Language 2 but can do better than beginning work in the subject.

The students are somewhat skeptical of the value of placement tests, feeling that their life is already one big test. They mentioned "too much competitiveness" in connection with this. They pointed out also that such testing might reduce the teacher's freedom, for she would have to make sure they were prepared for it.

They are not enthusiastic about student teachers. It was stated that these teachers should be under the constant supervision of the regular teacher, should not "still be learning the language" in question, and should not be allowed to give grades. There was a strongly stated fear that student teachers incorrectly used, can be especially damaging to beginning language students, those who are building their foundation in the language.

In regard to teacher hiring, one student said: "What you need is an enthusiasm test." They believe students should have a part in the evaluation of teachers before tenure is awarded.

Italian and non-Romance languages, such as the Scandinavian group and Oriental tongues, were mentioned for possible addition to the curriculum. They pointed out that since students have to plan their programs so far ahead these days, such curriculum changes would have to be announced well ahead and through counselors.

They feel they should be exposed to the literature of more nations (especially non-European) in addition to whatever they pick up in foreign language training. They would like this added to their English literature classes.

They agree that the oral approach is the most important if one is to be emphasized or used at the beginning. One student said: "I think, in general, the low-ability kids don't ever make it in the traditional method."

But they also feel there are problems with the oral approach, too. Said one: "When I took French I, I never saw a French word, never! I didn't know what Monsieur Thibaut was spelled like." "You can't just start talking it, having a little France in your room," said another. Another student replied, "Why not?"

The students suggested that "community aides" be brought more into use, such as guests from other countries attending the University.

They feel a need for more emphasis on composition in their foreign language before going on to college.

ENROLLMENT FIGURES FOR FOREIGN LANGUAGES
November 3, 1966

EAST CAMPUS

French	
I	91
II	73
III	129
IV	105
V	143
VI	54
VII	16
VIII	19
	630

German	
I	51
III	88
IV	17
V	42
VI-VII	25
	223

Latin	
I	29
III	70
V	27
VII-VIII	15
	141

Russian	
I	22
III	26
V-VI	9
	57

Spanish					
I	101	IV	131	VII	12
II	87	V	39	VIII-IX	15
III	144	VI	46		675

TOTAL (East Campus) = 1726

WEST CAMPUS

French	
I	98
II	57
III	87
	242

German	
I	43
II	45
	88

Latin	
I	35
IA	36
	71

Russian	
I	22
	22

Spanish	
I	111
II	54
III	61
	226

TOTAL 649

GARFIELD

French	
7.1	121
7.3	37
8	94
	252

German	
8 beginning	51
	51

Latin	
8	50
	50

Russian	
	0

Spanish	
7.1	290
7.3	172
8 beginning	50
8 advanced	132
	644

TOTAL 997

WILLARD

French	
7.1	83
7.3	14
8 beginning	26
	123

German	
8 beginning	25
	25

Latin	
8 beginning	26
	26

Russian	
	0

Spanish	
7.1	187
7.3	83
8 beginning	40
8 advanced	27
	337

TOTAL 511

GRAND TOTAL OF FOREIGN LANGUAGE STUDENTS IN SEC. SCHOOLS = 3883

COPY

DEPARTMENT OF HEALTH, EDUCATION, AND WELFARE

Office of Education
Washington D.C. 20202

January 19, 1967

AIR MAIL

Mrs. Janine Rosenzweig
470 Michigan Avenue
Berkeley, California 94707

Dear Mrs. Rosenzweig:

Your letter of January 10 has been referred to me by Dr. Marjorie C. Johnston. We are pleased to learn that the Berkeley School Board is directing its attention to long-range planning and to policy decisions which affect the foreign language curriculum. Unfortunately, definitive answers to several of your many questions just do not exist, and, since time is short, it will not be possible to search extensively for information. We shall, however, attempt to answer satisfactorily a few of the most urgent questions.

The national need for foreign languages is identified by William Riley Parker in his The National Interest and Foreign Languages, Third Edition, UNESCO, 1961, which is still perhaps as authoritative a statement as can be found, except that the need is, if anything, more urgent. (See especially Part III, "Tomorrow's Needs.")

In addition to the national need, and equally important, is the individual's need for and right to a liberal education so that he may enjoy a broad outlook on language culture and life. The values of foreign language study for liberal education are potentially very great, especially if emphasis is given to listening and speaking skills which provide direct contact with the culture of a people through interactive language behavior, gestures, and, hopefully, the recreation of the foreign environment, and if, given a satisfactory level of language proficiency and personal maturity, stress is placed on appropriate aspects of the foreign civilization and Culture, including literature.

Policy regarding the selection of students rests on philosophy of education rather than on research results, that is, it depends on the educational value of foreign language study for all human beings rather than a selected few (e.g., college preparatory students), as has generally been the case in the history of American education. All normal persons do acquire language; therefore, they possess language aptitude. If they can learn one language (basically, a system of sounds), they can learn another. There remain only the questions of degree, and of the age of beginning study.

As for predicting success in learning modern languages, the best available instrument is probably the Carroll-Sapon Modern Language Aptitude Test (The newer Pimsleur Language Aptitude Battery has not been on the market very long), but seems to be most useful with upper secondary school and college students and adults. As yet no adequate instrument exists to measure the modern language aptitude of elementary school children. Not only does most research indicate a low correlation between language aptitude and intelligence (I.Q.), no aptitude test truly measures the individual's interest and persistence.

With reference to starting point, psychologists and neurologists inform us that language aptitude is at its maximum up to about the age of ten (See in the MLA "FLES Packet" the paper by Wilder Penfield). Any FL Supervisor or teacher who has taught both elementary and secondary school pupils will corroborate the statement that the younger pupils perceive and imitate more readily and accurately, and with less inhibitions, the spoken language which is the basis for the written language. In fact, if foreign language acquisition is begun early enough, it need not be a formal subject of study, but a part of child development, as in the growing number of bilingual schools. At any rate, learning a language well takes a long time and the beginning point should not be delayed until learning is more difficult and attitudes have been affected by the problems of adolescence.

My recommendation, then, is that a system-wide, open-door policy for FLES be adopted, giving all youngsters the experience of direct contact with a foreign language and a foreign culture as part of their general education, rather than restricting it to a group of "gifted" students selected on the basis of I.Q. and/or achievement in other studies. This experience should be for a long enough period to result in significant learning and to permit the gathering of data on aptitude, achievement, and interest for guiding pupils in their academic programs.

As the foreign language door has been opened wider, it has become increasingly clear that some pupils who were low achievers in other studies have shown significantly higher achievement in the foreign language, probably because of latent aptitude and interest, and effective teaching. State and local FL Supervisors have also observed that many "culturally disadvantaged" youngsters have responded well to the opportunity to study a "prestige subject," one in which their use of a non-standard dialect of American English is not a handicap to them as it is in most classes. I have personally witnessed such results in Springfield, Mass., and Washington, D.C. schools. In fact, there are good reasons to believe that it is easier for them to learn a new language than to learn a new dialect of the same language. School people have come to realize that the "culturally disadvantaged" are different in life experience and motivations rather than in intelligence and aptitude. In summary, it appears that sound educational policy for foreign language programs should provide equal opportunities for all pupils at an age when their aptitude is maximum and the potential effect on their lives is greatest.

I trust that the paragraphs above, the references, and the enclosed bulletins will be useful to you.

Sincerely,

(Signed)

James R. Powers
Specialist, Foreign Languages
Instructional Programs Section
Divison of Plans and Supplementary Centers

Enclosures

* * * * * * * *

COPY

State of California
DEPARTMENT OF EDUCATION
721 Capitol Mall, Sacramento, California 95814

December 6, 1966

Mrs. Mark Rosenzweig
470 Michigan Avenue
Berkeley, California 94707

Dear Mrs. Rozenzweig:

I am so very pleased to hear that you are working with your school district in the development of a master plan. Mr. Mueller and I both feel that such a structured organization is indispensable for a successful foreign language program, especially when we now must start as early as the sixth grade.

I am sorry I have not been able to answer your letter earlier but the field work and preparations for the new legislature have been very busy. I hope that some of this information will still be of help to you. Perhaps I should answer your four questions in the order in which you gave them:

(1) Yes, there are schools in the Bay Area that have sound foreign language programs. You might want to visit the Palo Alto Unified School District and talk with Dr. Andrew C. Stevens. Mrs. T. Julia King in the Sequoia Union High School District office is another very knowledgeable person. Mr. Robert Sneider, Department Chairman for Foreign Language at the Union School District, 5175 Union Avenue, San Jose 95124, also is a person who could be most helpful to you. You may want to visit the Tamalpais Union High School District where Mr. Robert Mautner is the half-time consultant.

(2) The only "new" techniques in Bay Area are at Stanford University and, to my knowledge, these are not being used for foreign language teaching. Dr. Patrick Suppes is presently conducting experiments in computerized teaching in that area. Probably the results of his experiments will be of benefit to foreign language teachers.
The use of classroom language laboratories (overhead type) is taking the place of the standard permanently installed language laboratory which was introduced into California in the late 1950's.

(3) Among the rich literature on the desirability of foreign language education for elementary school children are the following sources which I would highly recommend:

Cornfield, Ruth R., Foreign Language Instruction: Dimensions and Horizons (Appleton-Century-Crofts, 400 Park Avenue South, New York, New York 10016)

Rivers, Wilga M., The Psychologist and the Foreign-Language Teacher (The University of Chicago Press, Chicago and London), 1964

Finocchiaro, Mary, Teaching Children Foreign Languages (McGraw-Hill Book Company, New York), 1964.

I should like to suggest that you contact Mr. Albert JeKenta, Department Head, FLES, Beverly Hills Unified School District, 255 Lasky Drive, Beverly Hills, California 90212. This district has a carefully planned curriculum starting in the first grade.

(4) Later in November I discussed possible plans with Dr. Mary DuFort of the Alameda County office for summer workshops in 1967 for foreign language teachers in the Oakland-Berkeley Area. Perhaps you would be interested in communicating to her what interest the Berkeley teachers would have in such a summer workshop. Our office has, in the past, given financial support to colleges and universities as an encouragement for such workshops. In the pamphlet entitled "Opportunities Abroad for Teachers, 1967-68," available from the International Educational and Cultural Exchange Program, United States Department of Health, Education and Welfare, Office of Education, Washington, D.C. 20202, you will find various programs abroad of which your teachers can avail themselves. Grants have been made to elementary and secondary school teachers for research and study abroad in their fields of interest. Dr. Elizabeth Steinke of the Portola Elementary School District, which is located behind Menlo Park, California, is a recent winner of such a grant. Inasmuch as she has just returned from abroad and is located rather near to Berkeley, you might want to speak with her about her experiences.

Since the advent of ESEA, a number of districts have underwritten inservice training out of project funds. In Sacramento County, the Rio Linda, Del Paso and North Sacramento school districts have done this. Del Paso is currently offering a speech class with one-half the tuition paid by the district. The course is conducted by Sacramento State College. North Sacramento School District has been involved in a preschool program in which full tuition and instructional materials are paid out of ESEA project funds. The materials will ultimately become a part of the district's professional library. No credits are being given for salary increment but substitutes are hired at district expense while teachers attend workshops and go on field trips.

An excellent example of a school district's involvement in such a program is that of the Union School District in Santa Clara County. This district conducted a three-year inservice training course for its sixth grade teachers who were expected to teach Spanish. The first year, the course was given at a local university. The second and third year courses were conducted in Mexico. The district assumed all costs of tuition and expenses. Further, it recognized unit credits.

It would be impossible to cite all instances where this type of district participation in teacher training has taken place. I trust that the few given here will be helpful.

Please let me know if I have left any basic questions unanswered.

Yours sincerely,

(signed)

John P. Dusel
Acting Coordinator
Foreign Language Programs

JPD:ld

APPENDIX E - BIBLIOGRAPHY

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*Rivers, Wilga, The Psychologist and the Foreign Language Teacher. University of Chicago Press, 1964.

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*Of particular importance and should be made available to our staff.

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Bulletins published by the United States Department of Health, Education and Welfare.
Bulletins published by the California State Department of Education.
Bulletins published by the Modern Language Association (A bibliography of all material available is published every year.)

Modern Language Abstracts issued by the Department of Foreign Languages and Literature, Orange County State College every year. (These are authoritative summaries of International Research and Opinion relevant to the teaching of Modern Languages from kindergarten through college.)

In addition to the professional journals of the languages taught in the system, these above-mentioned bulletins should be made available to our staff.

COMMITTEE I - INSTRUCTIONAL PROGRAM

REPORT ON MATHEMATICS CURRICULUM

SUMMARY OF RECOMMENDATIONS

Mathematics is an essential ingredient in the education of all people. It is a necessary tool--a language--in many fields. And aside from vocational necessity, it is a basic competence required of all citizens, consumers, and members of families. For the individual, discovery and understanding in mathematics can be a source of great aesthetic delight.

Recognition of the importance of mathematics in our society has led to a major nationwide revision in the curriculum. This change has emphasized the relationships among the various branches of mathematics, principally arithmetic, algebra, and geometry. Teaching toward greater understanding of these interrelationships at an earlier level has produced great change in the curriculum.

We recognize the importance of these changes. We want to ensure that Berkeley's mathematics curriculum is of the highest quality and therefore we recommend the following:

1. Elementary teaching of mathematics must be improved. We need well-trained teachers who can transmit their enthusiasm of the subject matter. Many present elementary school teachers cannot do this because they are poorly trained in mathematics, unenthusiastic, or both. We propose that there be specialist classroom teachers in all schools; they would be available to replace some teachers in the mathematics program and could help all teachers in developing curriculum, improving methods, and generally acting as master teachers in mathematics in each of the elementary schools.

2. Secondary school mathematics teachers must be chosen according to strong mathematical training. Trained people in mathematics are in short supply everywhere. It may be necessary to employ part-time specialists and relax credential requirements to ensure the best teachers.

3. Continuing education both inservice and outside the schools must be encouraged by released time and leaves of absence. Those who do continue their education should be rewarded.

4. Curriculum-planning in Berkeley should be done by people who are well trained in mathematics and skilled in teaching. Curriculum guides are needed for all levels. In order to ensure a well planned mathematics program, curriculum guides should be prepared by specialists from the various levels working together. Much research on mathematics curriculum continues throughout the country (and abroad as well) and local curriculum planners must be well informed of all developments. Testing and evaluation techniques must be improved too.

5. In order for mathematics training in the elementary schools to succeed in teaching more than rote learning, there must be enough time to discover concepts, improve skills, and understand the relationships between the various parts of mathematics. Exploration, experimentation, discovery, and drill are all necessary to promoting understanding and facility in the use of mathematical tools. We urge that this tool is of great importance in later work and that the foundations must be given a more important role in the earliest elementary level.

6. The role of computers. Instruction in computers is of growing importance to those who use computers as a tool in any scientific work and those for whom vocations directly in the computing industry are planned. The expansion of jobs in this field is phenomenal each year and can provide fine careers to those who graduate from high school.

REPORT ON MATHEMATICS CURRICULUM

INTRODUCTION

What do we want from a school mathematics program? We expect all students to be able to approach and solve problems, to be able to compute with facility, and to use mathematical tools when needed in their lives as citizens, consumers, and members of families.

For students of any technical subjects at the high school, college, or university level, mathematics is, of course, an essential tool. High school chemistry, physics, electronics, all require mathematical knowledge. And for any advanced work in the sciences, engineering, business administration, social sciences, much mathematics is necessary. For all students a basic understanding of mathematical structure and an ability to analyze and solve problems accurately is of prime importance.

Our study will turn first to a discussion of the changing role of mathematics nationally. Then we will describe the current curriculum in Berkeley and finally some recommendations for its improvement.

Everyone knows that there has been a large scale effort nationally to make changes in the entire school mathematics curriculum during the past ten to fifteen years. In order to understand why such efforts were made and the direction that these efforts have taken, it is necessary to examine the changed role of mathematics in our society.

CHANGED ROLE OF MATHEMATICS

When we look at the history of mathematics through most of the nineteenth century, we see that it is extremely closely bound with the development of physics and engineering. During the fifty-year interval between 1890 and 1940 radical changes occurred in the fields of mathematic applications; mathematics became extremely abstract to such an extent that many trained mathematicians never took a single physics course at the university level. With World War II, mathematicians were compelled to turn their attention to applied problems. They found, much to their surprise, that these abstract concepts could be applied--not only to old kinds of problems in physics and engineering--but to problems in a wide variety of fields. These applications ranged from microbiology, genetics, and the study of biological systems to problems of decision-making and mathematical models of the economy.* Furthermore, it was observed that the way mathematics was applied in all of these fields differed depending on the character of the application. Many of the earlier applications consisted of numerical computation in which the mathematician had to use some standard method to get numerical answers while the development of the electronic computer meant that vastly more complicated and cumbersome computations could be carried out while the mathematician was freed from that part of the job. Thus, his role in making applications became that of formulating new abstract concepts--a more central part in the theoretical formulations in the applied fields. As a result, this changed role for mathematics required new kinds of mathematicians--those who could fill in the gap between the mathematics and the field to which it was applied. In addition to this fact, those who work in the areas using mathematics had to become more literate in the mathematical tools upon which they relied.

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* For a good intelligent layman but non-technical view see Scientific American, September 1964. The whole issue devoted to "Mathematics in the Modern World."

IMPACT ON SCHOOL MATHEMATICS PROGRAM

Recent innovations in the school mathematics system began with the Commission on Mathematics, an advisory group set up by the College Entrance Examination Board in about 1953-55. This was the group that advised the schools and colleges on whether high school students are well enough prepared to do mathematics in college. They found that the kind of examinations being used were no longer adequate, and proposed changed examinations and changed courses of study so that the high schools could properly prepare the students for college. Several groups began organizing to make specific proposals for change.

The best known of these groups is SMSG, the School Mathematics Study Group under the direction of Professor Edward Begle, a distinguished topologist who had been secretary of the American Mathematical Society. Then the Illinois School Mathematics Project, the University of Illinois Project, Greater Cleveland Mathematics Project, and others were created. (The Illinois Project is directed by Max Beberman, not a well-known mathematician himself, but a man who has collected around him some eminent scholars. The Cleveland Project was developed in a different way; it began in the interest of the lay community in Cleveland in business circles who collected the funds necessary to hire mathematicians to develop the program.)

BASIC COMMON OBJECTIVES OF RECENTLY DEVELOPED PROGRAMS

Although these several programs were developed in a variety of ways, they all served the same basic objectives. The main thrust of all these programs is:

1. To change the method of rote learning in mathematics which was traditional in prewar days; in the old method, students were asked to memorize basic facts and to learn to carry out routine computations quickly. Instead, stress is placed on understanding why these computational methods do in fact give the right answers to certain kinds of problems and to encourage students to think about underlying mathematical concepts. Students thus prepared can also formulate new computational methods of their own.

2. To change the timing in introducing mathematical concepts. It has become evident that certain concepts which had been kept for the higher grades could in fact be fruitfully introduced much sooner and could then be related to fundamental arithmetical concepts. In particular, geometry can be started in first and second grades, and analysis (the part of mathematics we usually begin to study in calculus) can be started in early high school. This does not suggest that we remove geometry from high school and place it at the primary level or that we only teach calculus in high school. It does mean that it is fruitful to introduce concepts early in their intuitive form. Such early intuitions can be especially useful in

better understanding of algebra and geometry and more immediately in the algebraic and geometrical foundations of arithmetic. Besides, psychologists have discovered that in learning mathematics (and probably other areas as well) complex concepts are best absorbed in stages rather than all at once. Early intuitive learning about the structure of a concept with plenty of time for manipulation and experimentation, followed by deeper, more rigorous theory seems to be the most desirable way to present material.*

Much of the curriculum revision took the form of preparation of new textbooks. Teams of mathematicians and teachers worked together, and pilot classes were conducted to try out the new materials. SMSG tried at first to restrict the use of its books to teachers with special training, but the demand for the books became so great that inservice training institutes had to be abandoned. SMSG has in the last two or three years diverted a large share of its energy to making evaluations of the use of its text materials. Evaluation at times has been very difficult, because standard examinations directed toward the older aims of mathematical education are not well adapted to compare new and old aims of mathematical education. Not much is yet known as a result of this evaluation study which is still in progress, but the SMSG people are themselves confident that their work will be demonstrated to have made some tangible increase in the value of mathematical education. However, they would agree that there is still a long way to go to improve school math curricula.

Finally there has been a growing awareness that changes in curricula and materials themselves are greatly limited in their effectiveness by the fact that teacher preparation has not kept up with these other changes.

As one example of this concern, the Cambridge Conference, a group of leading mathematicians who have met in the Cambridge, Massachusetts area each summer since 1963 to discuss long-range goals for the school mathematics curriculum, met this past summer to discuss teacher preparation. The Cambridge Conference, unlike other groups that plan for immediate change, has been looking far ahead (30 years) to examine curriculum goals and teacher training. The Cambridge Conference report of 1966 concluded that the greatest need is for teachers at the elementary level who have a real understanding of a good deal of mathematics. This contrasts vividly with the actual situation in many states where not a single mathematics course need be taken to qualify for a teaching certificate. We shall return to the question of who should teach mathematics in a later section.

DESCRIPTION OF BERKELEY'S PROGRAM AT PRESENT

The present Berkeley math curriculum can be described briefly as follows:

ELEMENTARY

The Greater Cleveland Mathematics Program (GCMP) which is also referred to as SRA (Science Research Associates, the publisher) has been adopted as the program for kindergarten through grade 6 in all the Berkeley elementary schools. It is used exclusively as the text in all schools with supplementary film, tapes, Britannica workshops, Cuisenaire rods, and the like also available to all schools.

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* See Bruner in Bibliography.

The time interval recommended for the arithmetic lesson in the elementary grades is 60 minutes per day.

Normally the mathematics lesson is taught by the regular classroom teacher who teaches language arts, social studies, science, etc. In some schools there is some departmentalization at the fifth and sixth grade levels so that the children change classes and teachers for social studies or mathematics--depending on the background and enthusiasm of the teachers available in the specific areas. Teachers are encouraged to attend conferences and inservice training classes.

Testing is done after each unit in grades 4, 5, and 6. All children in these grades are tested four times a year in a uniform manner. Teachers are encouraged to test after each chapter.

The material in the GCMP is presented in such a manner that the children are led to discover underlying concepts themselves before they are taught computational techniques. In addition to the traditional subject matter of arithmetic, they are introduced to sets, geometry, other systems, properties of systems, etc. The material itself does not include drill but teachers are encouraged to supplement it when necessary with review of necessary number combinations and the like.

The material can be used flexibly depending on the speed with which the children are absorbing it. There is a continuous set of materials--not labeled by grade--so that children who complete a book can go on immediately to the next one without waiting for a change of grades.

PROJECT S.E.E.D.

A very interesting project is now in its third year in some schools in Berkeley. This program, developed under the direction of an ex-high school math teacher, uses the discovery method to explore abstract mathematics with culturally disadvantaged children. The teachers are, for the most part, graduate students in mathematics at the University of California, who have had intensive training (and have a great deal of enthusiasm) in their subject. One of the purposes of the project is to motivate the children to work toward higher intellectual goals. Many children suffering cultural deprivation involving use of language have shown great interest in abstract concepts. Here they have no cultural gap. Project S.E.E.D. is of interest here because it uses the material of mathematics more freely than in a text, because it introduces specialists in the classroom in a unique way, and because it adds a new dimension of mathematics--not arithmetic--to the elementary school program.

JUNIOR HIGH SCHOOL

Mathematics is a required subject in the seventh and eighth grades. The textbooks used in Berkeley at present are those adopted by the state. Honors and Track 1 classes share the same texts although the pace varies. Track 2 and 3 share the same texts. Thus, it is easy to transfer between Honors and Track 1 or between Tracks 2 and 3, but difficult to move from Track 2 to Track 1. The text for Track 4 was purchased by the District especially in order to avoid the pitfalls of many texts that depend heavily on verbal ability.

Each student at Junior High spends one period each day in math class. Teachers are specialists who usually teach only mathematics classes although there are a few who teach some other subjects.

It is hoped next Fall, 1967,to extend the GCMP to the seventh and eighth grades with an advanced series that covers material similar to that offered in the texts used at present. Grouping would be done according to the pace of the work, but the work itself would be the same. Thus, there would be a continuum of material available from kindergarten through eighth grade, where pace could be regulated according to the children's abilities. This would be very advantageous for slow-moving children who are unable to finish the program by sixth grade and also for particularly able children who could move into advanced material while still in the elementary grades. Non-graded materials have an additional advantage for the teachers; since teachers do not frequently have the opportunity to look back or ahead in the curriculum, they do not know how concepts have been developed and where they are going. With a continuation of one program that has been developed carefully to build up a conceptual scheme, teachers will be much aided.

HIGH SCHOOL

No mathematics is required for a high school diploma. Thus, all mathematics courses offered at the High School are electives. Students who anticipate further education at four-year colleges or at the University of California or other private institutions must fulfill entrance requirements which include some mathematics. In spite of the optional nature of the courses, 2200 students at Berkeley High are enrolled in courses in the Math Department! Before looking at the courses offered, let us list the various kinds of requirements in mathematics:

Required By Whom:	Math Requirements:
State of California, Grades 9-12	None
Berkeley Board of Education, for Graduation	None
Junior Colleges and City Colleges	None
State Colleges	No specific subjects required but U.C. list (below) recommended
University of California	Algebra, 1 unit and geometry, 1 unit One unit chosen from math, physics, chemistry, or foreign language The math offering here may be advanced algebra, trigonometry probability, or math analysis
Other Colleges and Universities	Many different requirements, although the most selective institutions require at least two years of high school mathematics, and four years for math and science majors.

COURSE OFFERINGS at Berkeley High School (West Campus included):

Algebra: This is a year course for Track 1 students devoted to the introduction of mathematical concepts required for the study of higher mathematics. For students in Track 2*, the same course is offered in three semesters.

Basic Math A and B: Two one-semester courses: B on the fundamentals of arithmetic, and A providing a foundation in the principles of arithmetic and a bridge between arithmetic and algebra. These are offered to Track 3 and 4 students. Some Track 4 classes at West Campus have been using programmed material which is self-paced. Those students who complete the material in one semester are scheduled into algebra classes later in the ninth grade year or in the tenth grade year.

Plane Geometry (Geometry I-II): This is a year course devoted to gaining appreciation and understanding of geometric figures and relationships and also to learning methods of establishing geometric proofs.

Intermediate Algebra (Algebra III-IV): This is a one-year course that extends concepts introduced in first year algebra. It includes a study of the properties of numbers and of elementary functions. Other topics that are normally covered are mathematical sequences, introduction to probability and proofs by mathematical induction.

Trigonometry: This is required for students who plan to take calculus. It is a one-semester course.

Mathematical Analysis: This is a one-year course consisting of selected topics from Solid Geometry, Intermediate Algebra, Trigonometry, and Matrix Algebra.

Senior Math: This is a one-semester course open to senior students who have received credit for first year algebra and are preparing to take College Entrance Exams.

Pre-Tech Math I-IV: This is a two-year course covering selected topics from all high school math. It is directed toward technical application and prepares students for a junior college major in the fields of technology. It is offered only as part of the pre-tech program. The course is taught by members of the Math Department.

ADVANCED PLACEMENT

The Advanced Placement Program at the University of California is available for exceptionally able students in their senior year. In mathematics the first course generally offered has been the first Calculus course including at the beginning some Analytic Geometry. The University Mathematics Department is now requesting that the high schools sending students into the Advanced Placement Program offer their own Analytic Geometry courses. Thus Berkeley High may soon be asked to teach this.

COMPUTERS AND PROGRAMMING

Courses on computers and programming are also being discussed. Such courses would teach how to program as well as the basic concepts of computers. Since this is a vast and expanding field requiring technicians as well as scientists, there are many opportunities for training and jobs. We will return to this question in a later section on recommendations.

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* There is no actual tracking in ninth grade math. However, students who come out of the various eighth grade tracks must be placed in appropriate levels for ninth grade work. Thus, there turn out to be a number of ninth grade slots.

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A NOTE ON HOW THIS STUDY WAS MADE

This survey of the present situation in Berkeley and long-range objectives in mathematics education was made through a series of interviews with teachers and administrators in the Berkeley schools, through reading in the field of mathematics education, and by conversation with experts at the University. No comprehensive study of individual teachers, students, or classes has been possible because of the limitation of time. Mr. George Kreshka, Elementary Mathematics Consultant, and Mr. Glenn Reynolds, Curriculum Coordinator and Chairman of the BHS Math Department, have been particularly helpful. Professor Leon Henkin, Chairman of the Department of Mathematics, University of California, Berkeley, has been a collaborator in the early stages of this report but in no way can be held responsible for it in its final form!

CONCLUSIONS

This must by necessity be the sketchiest part of this report. We have little evidence on which to base conclusions about the effectiveness of Berkeley's math curriculum. Results of standardized tests are available at various grade levels, but test scores depend on what abilities are being tested and whether they are the same abilities that are being encouraged in the classroom. For example, understanding of concepts which is so stressed in the current curriculum is not stressed in the tests. The tests instead measure in part how well students can reproduce problems of the kind that were previously taught. Thus new tests must be derived to take into account the new concepts, new vocabulary, almost new language that is learned in the classroom.

Another kind of evidence that is useful in evaluating curriculum is the follow-up of students after they have left the Berkeley schools in order to see what levels of achievement they attain; for example, a follow-up study of math success of Berkeley High graduates in institutions of higher learning--the colleges, universities, where these graduates go. Is the mathematics education up to high school graduation serving the students in their further education? This sort of evidence is totally unavailable.

It is our belief that research and evaluation of program are terribly important not only in Master Plan Studies, but constantly, in planning new curricula. Thus we hope that better tests, and more collation of raw data (such as grades given, numbers who pass and fail, and what passing and failing means) will assist any future committees both inside and outside the school system in making its judgments.

TEST RESULTS

Some standardized test results are available* which show that Berkeley's elementary school children given Stanford Achievement Tests in 4th grade, test slightly above

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* See Berkeley Unified School District, Report of Group Test Results of Intelligence and Academic Achievement, published each year summarizing the results of the previous fall.

the test norms in language and word-meaning skills, arithmetic concepts and applications, but below grade level in arithmetic computation. This drop may reflect the change in math curriculum away from numerical computation. Results of sixth grade testing with the Stanford Achievement Test show similar evidence.

At the Junior High, eighth graders are given the School and College Ability Tests (SCAT) each year. Recently, probably again due to the change of emphasis in math curriculum, the quantitative section has shown a drop below national norms.

Another standardized achievement test given each year to the eighth grade, the Sequential Tests of Educational Progress (STEP) focuses on broader abilities in problem-solving rather than on material directly learned in the classroom. This test showed in the Fall of 1965 that Berkeley's eighth grade students are well above national norms in all areas. Computational skills in this test were again below ability to conceptualize, but all results were above standardized norms.

Elventh graders given the STEP tests also score well above national norms in all areas including mathematics.

Thus, we see that on the basis of standardized tests, Berkeley students on the average achieve above test norms. But we need more data. We need to find answers to the following questions:

1. **How well do students fare in mathematics courses at various levels? How many pass? How many fail? How many do superior work?**
2. **How good are the tests for new skills in the "new Math"?**
3. **How well does the training in the Berkeley public schools in math serve the graduates in their further study and work? Follow-up studies are needed here.**
4. **When a new program is introduced, how can it be evaluated in the short and long run?**

RECOMMENDATIONS

Because of the changed role of mathematics which we discussed in the introductory section of this report, new demands are being made on teachers of mathematics from kindergarten through the universities. These new demands have been met in part by the development of new materials and the training of teachers in new ways. The field of learning theory in psychology continues to amass evidence on the efficiency of one kind of teaching against another. And experiments are being conducted using machines and programmed instruction* that could replace or supplement the teacher. Until much more evidence is in, we can continue to advance in small steps using the kind of material currently available. Berkeley must be prepared for large jumps forward by initiating experiments, evaluating them, and keeping in touch with other centers where experimentation is proceeding. We are indeed fortunate here to have the great University within reach, for here are experiments, libraries, experts, and opportunities that can be of enormous assistance in assessing programs.

*** A fascinating experiment using programmed machine instruction in arithmetic is being conducted in some Palo Alto elementary schools by Stanford Professor Patrick Suppes. O.K. Moore's "talking typewriter" is another such innovation which may have far-reaching results. Such experiments must be followed.**

More specifically, we shall list a number of recommendations, some of which are immediately achievable, others of which should be considered for the future.

ELEMENTARY TEACHERS

The present Berkeley curriculum consisting of the Greater Cleveland Mathematics Program in grades kindergarten through six (and hopefully through grades 8 or 9 in the Fall of 1967) seems to us to be well chosen. The mixture of concepts and skills that it provides we feel is of value. The air of discovery that it engenders is also valuable.

There is great advantage in having a continuing curriculum so that children can proceed according to their interest and aptitude, and so that teachers can in a measure receive inservice training from the books themselves by seeing how concepts are developed at various stages.

However, the teachers in whose hands these books have been put vary greatly in their training, enthusiasm, and outlook. Some teachers are well trained in mathematics; others with less training are enthusiastic and eager to learn. These are the teachers who should teach the mathematics.* However, there are some who are not receptive themselves to abstract ideas and who find it difficult indeed to transmit enthusiasm to the children. Although inservice training** is available--and even the teachers' manuals themselves are full of ideas for the teachers' use --many do not avail themselves of the opportunities.

This situation must be corrected. The material adopted by the State and by Berkeley is only as good as the teacher who handles it. Since teachers with a great deal of mathematical training are in extremely short supply, we propose the following method for increasing interest and level of training within the schools: At least one interested and well-trained person in each elementary school would serve as mathematics specialist--master teacher, supervisor of other teachers, and for some classes, specialized math teacher. Such a math specialist would give demonstration classes within the school, and would take the place of teachers who felt unable to teach mathematics. (We thoroughly agree with the notion that elementary school children need a strong and supportive person to teach most of the subjects. But skills for teaching math are quite different from skills in the language arts, and frequently one person does not possess such a great variety of talents. Thus the need for a specialist.) If necessary, skilled part-time teachers should be employed and credential requirements should be eased for people with excellent mathematics training.

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* Jerome Bruner, The Process of Education, page 90:

> "The teacher is not only a communicator but a model. Somebody who does not see anything beautiful or powerful about mathematics is not likely to ignite others with a sense of the intrinsic excitement of the subject. A teacher who will not, or cannot, give play to his own intuitiveness is not likely to be effective in encouraging intuition in his students."

** Inservice training should be improved, e.g., a greater partnership with the University should include University Extension Courses in relevant areas. Released time for taking courses must be encouraged.

SECONDARY TEACHERS

At the secondary level, the math departments must continue to attract teachers who have had recent education or re-education in advanced mathematics. Few fields become obsolete as fast, and it is imperative that teachers of high school students be well versed in their field. Frequent attendance at professional conferences, time off for study, and leaves of absence are necessary. As above, skilled people with excellent mathematics training should be sought. If necessary, they should be brought in on a part-time basis and credential requirements for such people should be made as easy as possible.

CURRICULUM

The math curriculum nation-wide will continue to develop. The Cambridge Conference alone has stimulated many new and even radical proposals that must be examined. As these new ideas are germinated, Berkeley must be in a position to accept new ideas and have teachers available to adapt to the changes. Evaluation, of course, must proceed along with experimentation.

In the past, curriculum planning in Berkeley has been done by choosing textbooks and letting texts dictate curriculum. Thus, when texts are changed, so is curriculum.

We believe that curriculum should be planned independently of textbook choice in order to provide teachers with guides on the structure of the program apart from the content of a particular set of books. Curriculum guides for all grades must be prepared and revised regularly.

Such curriculum planning must be done by people who are well trained in mathematics and experienced in teaching. They should be well informed on research in teaching and learning of mathematics that has been done elsewhere as well as evaluation of experimentation in Berkeley.

Such experiments as Project S.E.E.D. should be expanded and evaluated and, if judged successful, should be included in future curriculum plans.

TIME FOR MATHEMATICS INSTRUCTION

Although the time interval recommended by the administration for the elementary mathematics lesson is 60 minutes, many teachers have difficulty in finding this hour during the day. Since a good mathematics curriculum includes much more than the traditional arithmetic, it requires more time. Also in order for skill in computation, understanding of concepts, and a real sense of discovery to take place, the mathematics lesson cannot be hurried. There must be enough time for the teacher to listen to the students, for new ideas to come forth and be tested. There may be many alternative ways to think of a problem and they must be heard. Thus we urge that the time spent in mathematics each day (and we use the word "mathematics" rather than "arithmetic" in the elementary grades because of the necessary interrelations between arithmetic, algebra, geometry) be increased so that time for exploration, experimentation with physical models, and drill (yes, that!) on computational skills all be accomplished.

THE ROLE OF COMPUTERS

Instruction in computing should be available to Berkeley High School students. There are about 40,000 new jobs* in this country every year which involve programming or operating computers. The want ads of the newspapers are filled with opportunities for people qualified to do programming. Many of these jobs can be handled by students who have graduated from high school and have had special computer training. Computer instruction is, of course, valuable for prospective scientists, social scientists, business men. In this area, close cooperation between the high school and the University should develop.

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*There are now two to three hundred thousand jobs in the computing industry in the United States.

TESTING

We have seen in a section above how important in evaluating program are the tests chosen. When program changes, tests may reflect the change. Here we shall simply recommend that the role of testing and of valid forms of tests be given high priority in developing curricula.

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COMMITTEE I - INSTRUCTIONAL PROGRAM

REPORT ON PHYSICAL EDUCATION

In any study of any school system--with mountains of academic terms spilling from page on page of erudite reports, terms such as humanities and core curriculum and linguistics and Greater Cleveland and transformational grammar and Smith Hughes requirements and audio-lingual and artistic experience and target area and cognitive skills and disadvantaged and fundamental laws--one easily forgets that education has more than a head; it also has a body. Not only is there mental education, there is also physical education.

But with the knowledge explosion that daily engulfs us and confounds us and delights us, we may be tempted in the quarter century ahead to play down playtime in our schools in order to gain more moments for academic courses--more time for creative arts, more time for compulsory language, more time for longer classes in all manner of subjects.

Let us never, never give in to this temptation, however, no matter how strong it may grow. Already, we face the problem of maintaining physical fitness in an age of mounting automation and wonderfully expanding but sedentary culture. What will be the effect on our children of this tendency toward inactivity? And the effect on their children if inactivity continues?

California recognizes the problem. To ward off the temptation to surrender all to the classroom, the State requires daily physical education for all students from elementary school through high school. During the 20 to 40 minutes the California Education Code sets aside for daily play, our children have the chance to learn physical skills that can help them to fun and fitness throughout life.

California is the only state in the U. S. with compulsory P.E. in all grades. The *results show it. The physical education level of State students is tops in the* Nation. This seems a worthy dividend from a small investment of time.

Unfortunately, our city and its school district did not plan nearly as well in past years for the physical welfare of our students. Only Garfield Junior High School of the city's 19 public schools has the ground the State Code suggests as minimum. And this sad situation now seems frozen into our operation. Indeed, the lack of space has become an inescapable fact of life in the physical education program. It has influenced the surfacing students play on. It has dictated physical activities in some cases and the type of equipment used. It has meant, for example, that the high school varsity baseball team felt a painful pinch the very moment one diamond at a distant public park was chewed up temporarily during a construction program. For that distant park is where the team practices and plays its games. This school of 3000-plus students hasn't the space for a ball diamond of its own. In other words, there is not a high school baseball diamond on school facilities in a city of 125,000.

It is the province of another subcommittee to make a detailed study of the problem of school space. But this is a reminder of how the schools and the city can downgrade physical education, and the price we pay when it happens. It suggests that an effort should soon be made to correct this shortcoming wherever and to whatever extent is now possible.

The physical education program in the Berkeley schools is divided into Elementary and Secondary Departments. Since there is considerable difference between them, we will look at them separately.

First, the boys' Secondary Program. It is headed by a Curriculum Associate at Berkeley High School's East Campus. In addition to him, there is a staff of eleven at this campus, assisted by one man each from the Science, Business, and Health Education Departments. Each of these "outsiders" coaches a varsity sport. West Campus has three men; Garfield, three; and Willard, two. With the addition of an instructor at Willard, the staff would seem adequate for the present.

Following is a statement of the philosophy, objectives, and operation of the boys' Secondary Program.

BOYS' PHYSICAL EDUCATION - SECONDARY LEVEL

DEFINITION: Physical education is defined as education by means of physical activity. The physical education program therefore strives to meet the objectives of education as does any other subject in the curriculum.

STATEMENT OF PHILOSOPHY: Physical education offers an excellent opportunity to meet the extreme and varied demands for physical activities in our culture and society. The Berkeley Unified School District presents a wide diversity of subcultures, economic and social levels. The nature of our community and the world community is rapidly undergoing change. It is a prime responsibility of education to help students adjust to these conditions and changes. It is our belief that a good program of physical education will do as much toward meeting the objectives of education as any other single subject in the curriculum.

OBJECTIVES:

1. Physical Fitness: Because of our mechanized world with its constant advances in automation, today's living is more sedentary and tends to result in a lower level of physical fitness. Our primary concern is to develop each individual to his greatest possible physical capacity in strength, vigor, vitality, neuromuscular coordination, endurance, and general health necessary for a successful, enjoyable and productive life.

2. Recreational Competency: It is our responsibility to teach the skills necessary for students to use at the present time and for recreational and fitness purposes when they leave school. Sufficient skill must be developed in order that participation will be enjoyable for it is a fact that the extent to which individuals use physical activities for recreation both during school days and in adult life is highly dependent on skill. Aquatic skills serve as a good example.

3. Social Efficiency: Citizenship, loyalty, sportsmanship, competitive spirit, courage, responsibility, cooperation and respect are all traits which educational objectives tend to stress. These qualities are best developed through the physical education program.

THE PHYSICAL EDUCATION PROGRAM: The physical education program includes three distinct phases, each one dependent on the others and each an integral part of the total physical education curriculum. All three phases are essential if the aforementioned objectives are to be realized.

1. The Physical Education Class is concerned with all the objectives of physical education and is set up primarily to reach the entire student body. Fitness activities; beginning and advanced instructional classes in the various sports; special classes for the handicapped, non-swimmers, and physically unfit students;

elective classes; and classes for students who are interested in becoming physical education instructors will all be a part of the physical education class program.

2. The Intramural Program is an extension of the physical education class. Specifically, it is established to provide instruction and competition for the entire student body. The program gives students a chance to use the skills learned in the class program and provides competitive events for all students not capable of competing on an interschool basis. The intramural program also gives the interscholastic athlete a chance to develop skills in other sports and serves as a training program for the interscholastic athletic program.

3. The Interscholastic Athletic Program is the gifted program of physical education. Just as very few students get a chance or are capable of enrolling in a gifted English or science class, only 10 to 15 percent of the male students are able to compete at the varsity level in athletics. There is no question that the interscholastic program does a great deal toward meeting the objectives of education. The program also develops spirit and unity on the part of the student body and provides a tremendous public relations setting for the administration.

The chart on the following page shows the new program that went into effect in the fall of 1967.

Life Skills. Climax of the Secondary Program is the Life Skills unit in 11th grade. Recognizing that the average American adult has limited desire and opportunity for participation in team sports, the District makes a point of exposing the student to recreational types of activities and training him in them, with the hope that one or more can contribute to his health and fitness for years to come. Not even the varsity athlete is excused from this program. His varsity participation is in addition.

The 12th grade boy is free to concentrate on any course offered. He may substitute varsity athletics as his elective or take a class in addition to varsity participation, which many athletes do.

Relatively few high schools offer a Life Skills program for usually their facilities are inadequate and most physical education instructors are team-sport oriented and insufficiently trained to teach individual sports.

The high school boys' faculty feels its overall program is equal to that of any high school in the country and to the programs of many colleges. The instructors are being selected to complement each other and give balance to the curriculum subject matter.

Grading. One hears criticism, from time to time, of the grading system in P.E., that "my boy just isn't as good in sports as others and shouldn't have to compete against them," or "is too heavy to do those exercises."

In answer to the suggestion that boys be graded in P.E. on how hard they try, even if their aptitude doesn't permit great achievement, instructors point out that academic grades aren't awarded on effort alone. They contend that it's to be expected that not all boys are equally skillful in athletics, just as not all students are equally adept at algebra or dramatics or science.

The grading system does have a built-in compensation for the less skillful boy, however: Citizenship. This is one-third of his grade. His achievement on fitness tests and his skill achievement also count a third each.

BOYS' PHYSICAL EDUCATION CURRICULUM FOR GRADES 7-12

7th Grade	8th Grade	9th Grade	10th Grade 100	11th Grade 200	12th Grade 300 ELECTIVES
Swim I	Swim II	Swim III	Swim IV		302 Live Saving First Aid Water Sports
Football I	Football II	Football III	Football IV		
Basketball I	Basketball II	Basketball III	Basketball IV		
Softball I	Softball II				
Track I	Track II		Track III		304 Wrestling-Weights
Soccer I	Soccer II	Wrestling III	Wrestling IV		
Wrestling I	Wrestling II	Gymnastics II	Gymnastics IV		
Gymnastics I	Gymnastics II	Weight Training I	Weight Training II	Weight Training III	303 Gymnastics
Circuit Trng.	Circuit Trng.			Badminton Archery Volleyball Golf Tennis Handball Squash Bowling Table Tennis	306 Weight Trng. 301 Tennis, golf, archery, badminton 305 Track & Weights 308 WSI, Skin diving, Scuba diving 300 Competitive recreation-football, basketball, softball 309 Co-Ed Dance 310 Handball-squash
		End of 9th California Fitness Test		End of 11th California Fitness Test	
BUSD Fitness Test	BUSD Fitness Test	BUSD Fitness Test	BUSD Fitness Test	BUSD Fitness Test	BUSD Fitness Test

PE 400 Sophomore and Junior student coaching class

PE 500 Interscholastic Athletics

The California Fitness Test is required of all students at the levels shown. It consists of broad jump, pull ups, sit ups, 600-yard run, and softball thrown. The District Physical Fitness Test is given at the beginning of 7th grade and during every semester thereafter. It includes sit ups, pull ups, dips, 440-yard run, and obstacle course. Awards are given for outstanding performances.

The boy's Citizenship score depends on his suiting up and carrying out his responsibilities satisfactorily each day. Extra credit is given for sportsmanship and extra effort. With a perfect Citizenship score, a boy can get about a C. He gets a higher grade in relation to his fitness and skill achievements. And there is a make-up policy to compensate him, as follows:

> Any boy legally excused or absent from the physical education class period will have the opportunity to make up each excuse or absence after school, by written work, or by special permission of the chairman of the department at some other suitable time. For each legal excuse or absence not made up three points will be deducted from the student's citizenship grade. In the case where a student is unable to take part in regular gym activities (broken leg or extended medical excuse, etc.) his P.E. grade will be determined by written reports or proctor duties as determined by each individual instructor. A student will not be allowed to make up cuts. One hundred words of 1/2 hour of time constitute a make-up. Intramural or athletic activities count toward make-up gym.
>
> In unusual cases students will be allowed to make up very unsatisfactory work done in the first or second six-week period. This work shall be made up during the third six-week period and under the direction of the chairman of the department.

Note that cuts cannot be made up.

Handling of Boys. The opinion that physical education is necessary for all students and should be compulsory is not universal on the committee. There is a viewpoint that P.E. should be voluntary, especially for boys. This is based partly on the feeling that physical education instructors are sometimes dictatorial and that on occasion there is too much discipline, building a resentment within some boys which defeats the program. One infers that these boys believe supervised exercises and physical drills are degrading.

In contradiction, the Secondary Physical Education Department states that the vast majority of boys participates with reasonable enthusiasm and compliance. In less than 10% of the cases is there serious resistance to any aspect of the program. This dissent does not center in any particular racial or economic group.

When one views the program in action, he quickly realizes that a man's way with boys is quite different from a woman's. Certainly, the P.E. instructor is not noted for permissiveness; his tone is often abrupt and apparently unsympathetic; he is frequently a strong admirer of discipline and order; his personality is apt to be mesomorphic.

But these traits are hardly bad or harmful per se; on the contrary, under any reasonable circumstances they would seem beneficial. For discipline and order are necessary for control of teen-age boys and are almost always a natural requirement in developing fitness and athletic skills. And what a woman might take as an abrupt tone or lack of sympathy is the typical form of male communication under conditions of physical stress.

Our committee, however, has not had an opportunity to probe this question in depth with boys in the physical education program. They should be heard from before a final view is taken. We should also hear more from those parents who have raised this question.

Boys' Facilities. The following deficiencies in boys' physical education facilities have been compiled from interviews with the staff and direct observation.

East Campus: # Needs more tennis courts.
Needs greater seating capacity and better lighting in boys' gym.
Lacks a baseball diamond.
Needs only a recreation building to become a recreation center for the community after school hours.
West Campus: # Boys' dressing room old and inadequate, with locker capacity barely more than enrollment.
Outdoor space inadequate.
Willard: # Needs a track.
Needs facilities for use during noon hour, such as an obstacle course.
Needs a permanent solution to faulty watering system on baseball diamond.
Needs tennis courts.
Garfield: # Needs replanning and redevelopment of outdoor area, including improvement of baseball diamond and track.

The high school boys' staff believes its facilities, while aging, are quite good, aside from the shortcomings noted above. In fact, not all of these are regarded negatively by instructors. There is the enlightened view that baseball diamonds and football fields are not really blessings if they take space badly needed for other sports activities while themselves sitting idle much of the time. It is felt that large athletic fields must be carefully located if they are not to end up a waste.

Berkeley High's athletic field has just undergone a complete renovation. Space has been meticulously apportioned to provide for a football field; a new, all-weather track; an area for archery and other individual sports; and a corner for eight tennis courts. Money for the latter was refused by the School Board just before construction was to begin in March, after bids had been requested and received.

The high school staff is actively developing Master Plans for enlarging and improving the outdoor space at the three other Secondary schools. A gooddeal of imagination and enthusiasm seems to be going into this effort, and the thinking seems sound.

GIRLS' SECONDARY P.E. PROGRAM

This, like the boys' program, is under the direction of a Curriculum Associate at Berkeley High. The staff make-up at each school: Berkeley High--nine, including the C.A., plus a full-time accompanist for dance classes; West Campus--three; Garfield--three; Willard--two.

The average class sizes at Berkeley High and Garfield are too high, running 37 and 43, respectively, with many classes numbering 45 at the former and as high as 50 at the latter. An additional teacher is needed at each school. Class sizes at West Campus and Willard average 28.

Objectives. (These goals are as stated by the Secondary staff.)

1. To improve physical and mental health through vigorous activity.

2. To improve posture, physical fitness and relaxation techniques by developing grace, poise, flexibility, agility, coordination, strength, and endurance.

3. To improve recreation and safety skills for worthwhile use of leisure time now and in the future, by providing aquatic, sport and dance activities.

4. To develop social skills including sportsmanship, teamwork, self-discipline, responsibility, leadership and cooperation.

5. To develop and foster the creativity and individual abilities of each student.

6. To experience joy in movement and to instill an appreciation of good body movement.

The chart on the following page shows the new program that went into effect in the fall of 1967.

Dance. There have been proposals that Dance be moved from the Physical Education Department and treated exclusively as a performing art, since art it is in its ultimate form.

The P.E. faculty seems to have a mixed feeling about this. There probably would not be strong opposition to transferring advanced classes to the other side of the house if P.E. credit were no longer given for participation and the P.E. dance staff were not reduced or forced to commute between departments. But P.E. people feel Dance I and II are integral parts of their program and should be left alone. It is felt these classes now serve a double purpose: Dance instruction--some folk, some social, some modern--is approached from an esthetic as well as a physical-fitness point of view. This, it is felt, provides the introductory training the serious dancer-to-be needs while offering all girls an ideal form of physical exercise.

Perhaps the best solution to the question is just that simple: Leave elementary dance instruction as a part of Physical Education; make advanced classes a part of the Arts.

Girls' Facilities. These are the most pressing deficiencies in the Secondary facilities for girls:

East Campus: # Girls' gym floor less than minimum size, so that other schools do not like to play there.
More tennis courts needed, as mentioned earlier.

West Campus: # New girls' gym has bad acoustics and no seats, although the purchase of bleachers is planned.
Outdoor space is cramped and the new girls' softball diamond is unusable as such. (As a result, it has not yet been officially accepted from the contractor.)
There is but one mirror in the girls' lavatory.
There is no sink in the P.E. faculty's dressing room; hands are washed in the showers.
There are no doors on the equipment room.
The gymnastics room has too low a ceiling, can be used only for storing equipment.

Garfield: # The girls' gym is old and rundown, with bad lighting.

Willard: # Outdoor space is short, and there are not enough tennis courts, as was mentioned in section on boys' P.E.

On the positive side, the overall setup at Berkeley High is good. The facilities, while old, are roomy enough for the most part. The same is true at Willard. Garfield has space enough for imaginative planning and redevelopment in the future. And West Campus, while having the most deficiencies, has gotten major improvements in the last few years (including a new swim center).

GIRLS' PHYSICAL EDUCATION CURRICULUM FOR GRADES 7-12

	Weeks			
Activity	7th Grade	8th Grade	9th Grade	10-12 Grade
Swimming	6	6	6	6
Basic Skills	3			
Team Sports				
Basketball		4	6	6
Field Hockey			6	6
or				
Soccer				
Speed-a-way	4			
Speedball		4		
Volleyball			4	
or				
Softball				
Softball	4	4		
Volleyball	4	4		
Individual Sports and Dual Sports				
Tennis				6
Archery***				3
Golf***				3
Badminton***				3
Basic Review (rhythms, gymnastics, track and field)				6
Gymnastics (includes stunts and tumbling)	4	4	4	
Track and Field	4	4	5*	
Rhythms**	4	4	3	
Body Mechanics				
Folk Dance				
Social Dance				
Physical Fitness	3	2		
Hygiene				
First Aid			2	
TOTAL WEEKS	36	36	36	36***

* Includes physical fitness.

** The division of dance and movement have not been determined.

*** These are elective 3 unit courses. Students select courses to total 36 units.

Physical Education in the Elementary Schools. The program overall is coordinated by a Curriculum Associate. Unlike his counterparts at the Secondary level, he is neither a teacher nor associated with any particular school. He does work closely with all 14 schools, however.

Supervision of physical education varies from school to school. Ten have P.E. specialists among their resource teachers; four do not. The latter group includes Thousand Oaks, Whittier, Emerson, and Hillside. Of the schools with specialists, Columbus, Franklin, and Longfellow each have two; the remaining seven have one apiece. Whether or not a school has a specialist in P.E. is the decision of the principal.

At schools with two specialists, these teachers generally oversee all P.E. classes. Usually, one takes the upper grades, one the lower.

Where there is only one specialist, classroom teachers supervise some of the P.E. groups. The specialist usually takes over for those classroom teachers least at home in physical education.

Obviously, at those schools without P.E. specialists, "academic" teachers conduct the entire program. How this is handled at any particular school depends on the makeup of the faculty. Ordinarily, those teachers with the most experience and/or aptitude in physical education carry the bulk of the instruction and supervision.

Course of Study. The State Education Code requires 20 minutes of physical education daily for every Elementary student. This is the foundation of the Course of Study and is in addition to the two or three free-play recesses required daily (totaling some 30 minutes).

To conduct the P.E. classes prescribed, every Berkeley Elementary teacher--whether P.E. specialist or classroom teacher--has access to a thick physical education textbook and a set of P.E. handbooks. All are now being updated. When this is completed, there will be four separate handbooks: one for Grade 1 through 3, and one each for Grades 4, 5, and 6.

These books comprise the Elementary Course of Study. The forthcoming text will contain extensive guidance on how to set up a P.E. program for Elementary children and carry it through, with separate sections explaining in detail the many activities suggested for each Elementary grade. The handbooks will supplement this information with scope and sequence outlines on physical development activities, team games, stunts and tumbling drills, apparatus activities, individual and dual activities, and rhythms.

But it is up to each individual teacher to decide on the actual content of her class. And this seems a weakness, for obvious reasons. While Elementary children are getting the prime ingredient of a P.E. course--exercise--there is no assurance that they are getting all from the program that could be given them were there a fully developed Course of Study to guide every teacher.

After-School Activities. Each Elementary playground serves as a recreation center after school--a major advantage of neighborhood schools not only for Elementary children but teen-agers and adults in the vicinity. Each playground has a director from the Berkeley Recreation and Parks Department. He issues equipment and, in a general way, supervises the playground. His assistant is usually a young woman, and the two of them are sometimes assisted by a teen-ager from the Workreation Program. Together, they conduct interclass sports competition after school on many of the playgrounds.

If the director is especially sports-minded--and this is certainly not always the case--he may organize and coach school teams. If he has no sports knowledge or aptitude--which is sometimes the case--he can do little more than tend the store and offer goodwill to children interested in interschool competition. The after-school activities on his playground quickly reflect this limitation. There will either be no organized school teams or those that exist will be inadequately coached and probably have minimum contact with teams from other schools.

Why would a playground ever be under the supervision of a novice in sports? There seems to be something of a shortage of young men with athletic backgrounds and training. The Recreation and Parks Department has had to make do with the best it could get--even if the best at the moment may hardly know a forward pass from a dribble. The character values are there, but that is not always inspiring to boys and girls who want (and need) sports leadership and coaching.

At present there is a somewhat limited interschool Elementary sports program for boys in flag football, basketball, and softball. Most of the Elementary schools have been involved in one or more of these activities from time to time. But rarely, if ever, have all been involved simultaneously and in all sports. And hardly any program exists for girls.

The extent of the interschool program depends entirely on the initiative of the Recreation Director at the school playground, and the quality depends entirely on the sports knowledge and abilities (including leadership) of these young men and their assistants. The results have therefore been inconsistent and often stunted (particularly in girls' sports). This is furthered by the rapid turnover among directors and assistants.

Anytime interschool athletics are abbreviated, the City is missing a prime opportunity for interracial contacts of the very best kind to give children a better understanding and acceptance of each other. And missing it during their formative years, when it buys the most.

A recent change by the Recreation and Parks Department in the organization of its school recreation centers may add stimulus to the interschool program. As of April 1, 1967, the director of each Public Park Recreation Center (at Grove, San Pablo, James Kenney, and Live Oak) was given supervisory responsibility for a group of three or four school playgrounds. He and the directors of school recreation centers reporting to him have developed a program of organized sports competition between the schools in their group, for both boys and girls. The new program began in the fall of 1967.

This certainly seems a move in the right direction. It could be the foundation within the Elementary curriculum of many new relationships between children in all parts of Berkeley.

The Major Shortcomings of the Elementary Program. We have already touched upon the lack of a fully developed and implemented Course of Study, the absence of P.E. resource teachers on some Elementary staffs, the functioning of the after-school program, and the extent to which each of these may be a serious weakness. Beyond these factors is certainly one extremely serious problem in the Elementary program: Space, and it must always be capitalized lest we forget it.

The California Education Code prescribes an acre of playground for every 100 Elementary students. This means every Berkeley Elementary school should be surrounded by five acres or more of land. A simple eyeballing tells us that every one of our Elementary schools falls short of this, some woefully so. For example, Oxford's total space is 1.29 acres. Just about half of this is play area.

The shortage of playground space at each school has meant crowding in the worst sense of the word. And this has seriously affected the activities that are carried on. For example, softball is impractical, if not impossible, on many school grounds during school hours because there is just not enough space. There are just too many little heads that balls or bats might bounce off. Result: Kickball has become a substitute on many Elementary playgrounds.

This same crowding has meant so much wear and tear on ground surfaces that they will not support grass. Result: Hard surfaces are necessary for maintenance and dust control. This, of course, has its effects on activities. It hampers baserunning, for example, because sliding is out of the question. It is rough on feet, and it makes falling even less fun.

A far less serious problem than space, but possibly a significant limitation, is the amount of money available for physical education equipment. Purchases are made from the principal's allowance (about $11 annually per pupil) for books, supplies, and noncapital equipment. What part goes for sporting equipment depends on the principal's feeling about P.E. and his other needs, not on any uniform policy. Indications are that sports equipment is not seriously shorted in the long run but that these needs are often last on the list of budget items.

RECOMMENDATIONS ON PHYSICAL EDUCATION

1. Continue physical education as a compulsory course from 1st grade through 12th even if the State should drop its requirement.

2. Investigate flexible scheduling so that varying periods would be possible.

3. Develop a plan in coordination with the proper staffs to remedy the deficiencies in the physical plant noted in this report and others that may come to light upon further investigation or from other sources.

4. Expand the interscholastic sports program for both sexes in every way possible at the junior highs and West Campus, including class teams as well as school teams, setting the program up in such ways as to encourage more youngsters to participate in individual sports as well as class and team games with other Berkeley schools and schools in neighboring communities, but carrying this on in such ways as not to detract from regular curriculum offerings.

5. Explore avenues of cooperation between schools and Recreation Department to provide as full and well-rounded an Elementary after-school recreation program as possible--including interschool activities--in order to give all children opportunity to develop their physical skills.

6. Explore the advantages and disadvantages of moving the Secondary girls' advanced dance courses from P.E. to the Performing Arts.

7. Develop a more specific and detailed Elementary Course of Study, to include:

   a. skill-building programs including body mechanics and body control;
   b. training in individual-type sports as well as group sports;
   c. other games, activities, drills, and exercises that may seem advisable based on a study here and now recommended which would be conducted by a selected group of medical people working with the District's P.E. specialists to determine if new practices are needed to protect maturing bodies and/or achieve better results.

8. Re-evaluate the grading system for P.E. at the Secondary level, exploring whether or not a pass-fail system would have advantages over the present system.

COMMITTEE I - INSTRUCTIONAL PROGRAM

REPORT ON THE SCIENCE CURRICULUM

SUMMARY

We have studied the science curriculum in the Berkeley schools with an eye to improvement and future directions. We find that the secondary school science program is on the whole sound, but that improvements are desirable as spelled out in the detailed recommendations at the end of the report. We find that the elementary school science program is inadequate in concept, scope, and implementation. In short Berkeley schools cannot be said to have a "program" for elementary school science. However, in 1963-64 there was an excellent beginning made to institute a modern, realistic, and well-conceived science program in the Berkeley elementary schools. Unfortunately the effort was abandoned.

Our first-priority recommendations to the School Board and administration are given below. Full recommendations are given at the end of this report.

1. Reactivate the elementary school science support team with at least four qualified full-time members, and expand this to six members when all Berkeley elementary schools are participating in the science program which the team develops.

2. Charge the secondary school science staff and the elementary school science support team with developing and putting into practice a comprehensive K-12 course(s) of study specific to the needs of the Berkeley community.

3. Charge the secondary science staff, the elementary science support team and the coordinator of instructional materials with developing specific proposals for the use of closed circuit and broadcast educational television in the school science curriculum. These proposals should also contemplate the merits of a television studio-center for development of programs and tapes for science instruction, and for effective application of closed circuit and broadcast educational television to other curriculum areas. Proposals should take advantage of regional developments in this field, and cooperation with other agencies should be investigated.

OBJECTIVES

Before any appraisal of present science programs or recommendations for the future can be made it is necessary that we decide what it is we wish to accomplish in teaching science.

It is the opinion of this committee that science teaching in the schools should have two main objectives. The first is development of an attitude and approach toward the learning process itself. The second is to impart an understanding of the fundamental laws of nature which have been found basic to all branches of science.

To elaborate, we believe that science should be taught in a way that develops a spirit of inquiry, experimentation, constructive questioning, and objective evaluation of information. It should develop a direct personal involvement of the student in the physical and intellectual exploration of the subject matter of the science curriculum. We believe that a science program embodying these principles can develop valuable life-long attitudes of objective inquiry, and logical approaches to problem solving. We believe these attitudes will be applied not only to scientific problems, but to many of the problems of living in a free democratic society. Further, the active role of the student in science studies develops confidence in attacking and solving problems, thereby encouraging an active, rather than a passive, outlook on life.

It follows from the above, that we believe all children will benefit from participation in science training as an integral part of a modern liberal education. In addition, exposure to the true nature and excitement of science may provide the spark and motivation for some students who will wish to choose science as a career. And there are many rewarding scientific careers at many intellectual levels in our modern technological society.

STATUS OF SCIENCE TEACHING IN THE BERKELEY SCHOOLS

For convenience, we will discuss the present science curricula in the Berkeley schools separately for the high school, junior high and elementary levels.

A. HIGH SCHOOL (GRADES 10-11-12)

The Berkeley High School science program is well organized, employs modern methods of teaching, and is probably superior to that in most Bay Area public schools. The proportion of students taking college preparatory chemistry, biology, and physics is much higher than the state average, reflecting the nature of the Berkeley community. A full range of science courses for different ability levels is offered (See attached science program outline). One year of science (which is tracked) is required of all Berkeley High School graduates.

Science Department laboratory and classroom facilities are adequate for the present student loads. There is no immediate pressing need for facilities, but gradual equipment maintenance and replacement is in progress.

The high school science department has been in the forefront in evaluating and adopting new teaching materials and texts which flowed from the post-Sputnik emphasis on science. Excellent biology and chemistry textbooks developed by the Chemical Education Material Study and the Biological Science Curriculum Study groups are used in the Berkeley High School programs. Berkeley is currently participating in an evaluation of a Physics text and program being developed by Harvard University and participating secondary schools. These new materials and texts stress modern organization of scientific concepts, and the principles of the inquiry training method are employed in their use. However, science courses are still (unnecessarily) considered primarily for the academically oriented, and are tied closely to traditional organization of the college preparatory high school. They are somewhat inflexible as to sequence of courses, variety of objectives and content. Tracking may be too closely tied to I.Q. which is not necessarily reliable as a placement device in science.

In summary, however, we believe the Berkeley High School science programs are relatively adequate and effective, but that there is room for improvement, as will be brought out in the recommendation section of this report.

B. JUNIOR HIGH (GRADES 7-8-9)

The 9th grade is organizationally part of the senior high school, but is separately housed, and for purposes of science curriculum study, it seems to have more in common with the junior high schools.

Science is a required subject for all 7th grade students in Berkeley. A general science course is taught for two consecutive semesters, meeting for one period per day five days a week. Elective science courses are available for the 8th and 9th grades. The number of students in elective science classes is low. The junior high school courses are not specialized into subject area. Their stated purpose is to provide a common science background for the students advancing to the senior high school. In view of the condition of science teaching in the elementary school, this is a very hard purpose to achieve. The science preparation of students coming to the junior high schools varies tremendously, for reasons which will be apparent later. Science courses are tracked in the junior high schools.

Facilities are adequate for the present pupil load and science program.

C. ELEMENTARY (GRADES K-6)

The Berkeley elementary school curriculum (Office of Director of Elementary Education, June 1965) states that science is taught in grades K-6, and that a variety of units, materials and approaches are being tried in various schools. A 1964 suggested schedule of class time from this same office indicates that science should be taught three times per week in 25-minute periods in grades 1-3, for four 40-minute periods per week in grades 4-6. State law requires only that: "Instruction in Natural Science be given no later than grade 6, and shall continue through grade 6 or grade 8." (Education Code 7604)

This committee considers the Education Code requirement so minimal and inadequate that it does not merit further discussion. This rather vague State requirement is, in fact, met or exceeded in all Berkeley schools. We believe the amount of time suggested for science teaching by the Director of Elementary Education is adequate. Unfortunately, it is not widely adhered to; it is honored mostly in the breach.

In practice, science teaching in most of the elementary schools is left to the discretion of the individual teacher, particularly in the lower grades. As implied in the curriculum outline statements above, the Berkeley school district has no generally honored policy course of study, or stated goals of science teaching. The State supplies science text books for the elementary grades, but these are poorly written, and little used. Individually, however, quite a few teachers teach science adequately in the elementary grades, and some do it very well. Further, some schools have developed (but not always sustained) good science programs spanning several grade levels. To support these interested and creative teachers and schools, there is one full-time elementary science consulting teacher. This consultant assists teachers in developing science resource units and materials. Nevertheless, it is our observation that quantity and quality of elementary science teaching in the Berkeley schools is characterized by its extreme variability from school to school or classroom to classroom and inadequate attention to the vital role of science by the administration. This is an undesirable and unfortunate situation. Undesirable because the science education of an individual child is left more or less to chance, depending on what school he or she attends, or to which classroom he is assigned. Unfortunate because Berkeley had a very promising elementary science curriculum development project underway in several schools in 1964. This project was subsequently abandoned (presumably for lack of funds). We will return to a discussion of this project in the following section of this report.

DISCUSSION AND CONCLUSIONS

There has been much research and publication in the area of science teaching in the past six to eight years. Much of this development was supported by Federal money, and followed as a result of the post-Sputnik emphasis on science. New teaching methods, texts and materials flowing from this effort are being adopted and applied in progressive high schools. Unfortunately, little of this money or effort was directed specifically at junior high or elementary science programs. As a consequence, there is a relative wealth of materials and guidance in teaching methods for senior high schools, and Berkeley High School is making good use of this resource. There are some improved materials appearing now for the junior high and elementary schools, but by and large they have not as yet benefited much from these developments.

There is, however, one important development of science education research which can be fruitfully applied immediately at all grade levels. This is the so-called inquiry method of learning. In this "method," the student participates with the teacher in the generation of theories, and physical observation, testing, and evaluation to see if his ideas measure up to reality. This, of course, is how the scientist or anyone learning in an uncharted area of knowledge proceeds. The student, therefore, not only learns about science--he is doing science. It does not matter for the moment of the learning experience that someone else knows what the outcome of the experiment will be--the result is new information to the student. Hence, he assimilates the information he develops, learns to modify his own concepts of reality in terms of physical facts he has himself discovered. He grows intellectually as a result of his active participation in the discovery process. As this committee sees it, this is what science (and life) is all about.

As mentioned above, Berkeley had a very promising elementary science program under development in 1963-64.* This program incorporated, and in fact was based on, the principles of learning through inquiry. It was a thorough, well-founded program which recognized and substantially solved the problems of inservice teacher training requirements, developing experimental materials, and close support of teachers in classroom application of the methods and materials of the program. The heart of this program was a science support team. This team was composed of three full-time, fully qualified science teachers who developed or adopted methods and materials, provided inservice science training for elementary teachers, and taught demonstration science classes in the elementary schools.

We believe this approach to science curriculum development showed tremendous promise. It started from enlightened precepts; it was extremely flexible and could be adapted to the differing requirements of individual students, and to the different environments of the various Berkeley schools (Cragmont, Franklin, Jefferson and Longfellow schools participated in the project). As will be seen in the recommendations which follow, we believe this approach to elementary science curriculum development should be pursued, and in fact should never have been abandoned.

In the course of our studies, we considered the implications of an educational park on the science curriculum. We concluded that the logistics and application of the inquiry method of science instruction would probably be facilitated by an educational park setting. However, an excellent science program is not at all contingent on an educational park organization, and should not be used as a justification for this innovation. Conversely, implementing the recommendations which follow should not be delayed or deferred pending the outcome of current educational park studies and proposals.

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* See "A Demonstration Project Submitted to the U. S. Commissioner of Education under the Provision of Public Law 531--A Cooperative/Support Teaching Program for Elementary School Science"--Submitted to the U. S. Commissioner of Education by the California Superintendent of Public Education, September 1, 1964. (This is the Berkeley Program developed by Mel Cavanaugh, Nick Oddo and Anthony Rinaldi under the administration of Neil V. Sullivan.)

RECOMMENDATIONS

We believe science is an integral part of a modern liberal education. We believe that the science program in the elementary school should be strengthened, and the amount of effort actually devoted to science teaching, and staff support of such teaching, be markedly increased. This expansion should not come at the direct expense of other subject matter (beyond the present suggested science class time commitments). We are content to recommend that the exact amount of time devoted primarily to science teaching should be left flexible, but should be determined by those charged with curriculum development according to our recommendations below.

We anticipate that sound science background in the elementary schools will lead to voluntary election of science courses at the secondary level. As with other "bread and butter" subjects, we believe science should be introduced to all students very early in their school life, and that the administration should develop and sustain programs that ensure continuous contact with the methods and subject matter of science throughout the student's school life. To this end we offer these recommendations to the Board and administration of the Berkeley Unified School District.

1. Reactivate the elementary school science support team with at least four full-time members, with provision for expansion to at least six members when the program is extended to all the elementary schools. (Members of the science support team should be qualified science teachers, preferably with advance science degrees, but with a minimum of a science minor and some secondary school teaching experience. It would be highly advisable to consult the secondary science staff and the elementary science consulting teacher about the professional qualifications required of prospective team members.) At present unqualified supernumerary teachers are teaching science classes in several elementary schools. This is better than nothing, of course, but is a stopgap measure that can be discontinued when the science team is in being.

2. Charge the secondary school science staff and the elementary school science support team with developing and putting into practice a comprehensive K-12 course of science study specific to the needs of the Berkeley community.* Part of this study should be the development of recommendations for future science facilities, including the use of school and city-owned facilities which can be utilized for field trips and summer camp programs integrated with the regular primary and secondary school curricula. It should also recognize the importance of science education for the student who is not university bound. Particularly, those (boys and girls!) headed for junior college, or directly for the labor force would have much improved employment prospects if they had a good background in the applications of science in technology and industry.

3. Charge the secondary science staff, the elementary science support team, and the coordinator of instructional materials with developing specific proposals for implementing the use of closed circuit and broadcast educational television programs in the school science curriculum. (We are making only a very limited use of broadcast educational television now, and the tremendous potential of closed circuit television, particularly for science teaching, is not even under

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* If the proposal to shift the year of required junior high science from 7th to 8th grade should be adopted, several experienced science teachers could be made available for one year's work on this project. Suitable relief from regular teaching duty must in any event be provided for the participants in this study.

consideration.) These proposals should also consider the merits of a television studio-center for development of programs and tapes for science instruction, and for effective application of closed circuit television to other curriculum areas.

4. Give immediate serious consideration to flexible scheduling or other means by which the required year of junior high science could be presented in a less concentrated sequence. The required year might be taken in alternate semesters in the 7th and 8th grades. The purpose of this change would be to provide the student a more or less continuous contact with science. Many students now see a period, at the junior and senior high level, of two, three, or four years with no science courses in their curriculum. Their interest and motivation in the subject, not surprisingly, often lapse in this interval.

5. Liberalize the sequencing of high school science courses. Requirements for science and mathematics sequences make it extremely difficult for students to meet college or university entrance requirements and their own interests. For instance, this committee sees no reason why an 11th or 12th grade science course successfully taken in the 10th grade cannot satisfy college entrance requirements just as well as if it had been taken in the 11th grade! The high schools should take the initiative in getting their students relieved of this and other nonfunctional college entrance requirements. Similarly, the requirement that physics precede chemistry may well dissuade interested students from electing chemistry. The advantages of this sequencing do not seem as great as the disadvantages.

6. Support and continue senior high school curriculum development study programs such as the current Harvard physics program evaluation, and the past Chemical Education Material Study evaluation.

7. Maintain close contact with the Lawrence Hall of Science center at the University of California, to ensure that the services and facilities of this center are utilized to best advantage in the Berkeley school science programs.

8. Impose no further mandatory science courses at the secondary level, but attempt to gain higher participation in elective courses through carry-over of interest and motivation from the mandatory elementary school science program.

9. Provide for a thorough review of the K-12 science program by cooperative staff and objective "outside expert" curriculum consultants at least once every five years. Qualified people from the community should be solicited to voluntarily meet with this study and review group.

10. The Berkeley School District should be very selective about initiating curriculum projects which will depend on Federal funds for continuance. Projects initiated should have good prospects of continued Federal, State or local support, in addition to being otherwise promising.

11. Provide time and at least partial financial support for summer and perhaps regular semesters of sabbatical leave for advanced study by senior secondary science teachers and members of the elementary school science support team. In the fast-moving field of science it is important that teachers stay abreast of scientific developments and research in teaching of science.

PRIORITIES

Recommendations 1, 2, 3, and 4 should receive top financial and chronological priority. Our highest priority is recommendation No. 1, reactivation and expansion of the elementary school science support team.

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Suchman, J. Richard. "Learning through Inquiry," Childhood Education, February 1965, pp. 289-91.

SCIENCE

GRADUATION REQUIREMENTS

One year of science is required for graduation from Berkeley High School. This may be satisfied by any two semesters of science course work taken in grades 9, 10, 11, or 12. It is recommended that each student complete the required work in one field of science. However, if the student cannot do so, he may then elect any other science course to fulfill the graduation requirement provided he can meet the prerequisites of the selected course. Two science courses should not be taken at the same time. Exceptions may not be undertaken without the consent of the department chairman. All science classes receive five units of credit each semester.

RULES FOR PROCEEDING ON TO THE SECOND PART OF A ONE-YEAR COURSE

Any student who receives a D in the first part of a two-part course will be allowed to continue the course, but if the counselor would like to have the student repeat the course he may do so. If a student receives a D in the first part of a two-part course and the teacher believes that the student should not go on to second portion of the course, then the teacher will send to the counselor a special assignment form indicating where the student should be placed the following semester.

TENTH-GRADE COURSES

(No science course should be taken in the 10th grade for the purpose of meeting university requirements.)

A. Science I and II

This one-period course in general is only for students with I.Q.'s of below 80 or a Reading Age below the 6th grade. Classes should not exceed 20. Science I (physical science) should precede Science II (biological science), but this sequence is not mandatory. This is not a class for those who fail Basic Science but for low-ability students.

B. Basic Science I and II

Basic Science is a one-period nonlaboratory class for students with I.Q.'s of 80 to 95 and for reluctant learners. It deals with some of the principles of physics, chemistry, biology and the earth sciences.

C. Biology I and II

Biology is a one-period course for the ambitious average student (90 to 110 I.Q.). These students should be doing "C" or better work in either of the top two tracks in English.* Students who have had Life Science in the Junior High Schools cannot take this course. Students who take this course cannot take Advanced Biology.

D. Physical Science I and II

Physical Science is a single-period nonlaboratory course for students in the I.Q. range of 90 to 110. One year of algebra (with a C or better average grade) is prerequisite for this course.* Physical Science I will include some of the principles of physics, and Physical Science II will include some of the principles of chemistry. Those students who have had Physical Science are not excluded from Physics and Chemistry, but note these courses are essentially for two different ability groups.

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* Refer to second paragraph.

E. Advanced Biology I and II

This two-period laboratory course is primarily for the 11th and 12th grade college prep students (I.Q. 110 and above), but may be taken in the 10th grade by a few students who will definitely take Physics or Chemistry before graduation from high school. One year of Algebra, with at least a C grade, is required for this course. Students who have had Biology I and II at Berkeley High School are ineligible for this course.*

Permission to enter as a 10th grade student must be secured in advance from the Science Department Chairman. If this is to be taken in the 10th grade, the student must have had Geometry or must be taking Geometry concurrently.

Advanced Biology I and II taken in the 10th grade may not fulfill the University of California Laboratory Science requirement.

This course will satisfy the Stanford requirement for Biological Science.

F. Physics I and II (See Item F under 11th Grade)

ELEVENTH-GRADE COURSES

A. Science I and II (See Item A under 10th Grade)

B. Basic Science I and II (See Item B under 10th Grade)

C. Biology I and II (See Item C under 10th Grade)

D. Physical Science I and II (See Item D under 10th Grade)

E. Advanced Biology I and II (See Item E under 10th Grade)

F. Physics I and II

This two-period laboratory course is primarily for college prep students (I.Q. 110 or above). The prerequisites are Algebra I and II and Geometry I and II.* This course usually precedes Chemistry, but this is not a firm rule.

This course is primarily for the 11th and 12th grade students but can be taken in the 10th grade if the student has the necessary prerequisites and plans to take Chemistry in the 11th or 12th grade. Physics taken in the 10th grade may not fulfill the University of California Laboratory requirement.

Permission to enter this course as a 10th grade student must be secured in advance from the Science Department Chairman.

G. Chemistry I and II (See Item G under 12th Grade)

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* Refer to second paragraph.

TWELFTH-GRADE COURSES

A. Science I and II

This course is in general closed to 12th grade students. It is for students with I.Q.'s below 80, not repeated failures in Basic Science.

B. Basic Science I and II (See Item B under 10th Grade)

C. Biology I and II (See Item C under 10th Grade)

D. Physical Science I and II (See Item D under 10th Grade)

E. Advanced Biology I and II (See Item E under 10th Grade)

F. Physics I and II (See Item F under 11th Grade)

G. Chemistry I and II

Chemistry is a two-period laboratory course for college prep students (I.Q. 110 or above). The prerequisites are Algebra I and II and Geometry I and II.* It is recommended that Physics precede Chemistry.

Eleventh grade students may take this course if they have the necessary prerequisites.

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* Refer to second paragraph.

COMMITTEE I - INSTRUCTIONAL PROGRAM

REPORT ON SOCIAL STUDIES

SUMMARY OF RECOMMENDATIONS

The social studies provide the most practical body of facts, skills and attitudes that our children will acquire in school because as human beings of the twentieth century, they must relate to the problems of living in their own community and in the world at large.

In order to be able to make choices, they have to know the past as well as the present, the nature of the changes that have occurred, and how these changes have been effected.

This committee views the social studies in the public schools as a living laboratory wherein student participants do not only learn facts, but the ways of living together. The understanding of themselves in their world should be guided by sensitive, knowledgeable teachers who are involved in the continuous evaluation of the program and the development of attitudes of their students.

For a fuller treatment of the recommendations summarized below, please see the complete report of this subcommittee.

1. We recommend heterogeneous large group organization of all required social studies courses. By this we mean flexible small groups, regrouped as necessary for specific purposes within a large heterogeneous group to which all belong and with which all at times are in a working relationship.

2. We recommend that the most important concepts to be taught be clearly identified by and to all our school personnel.

3. We recommend a crash program of tutorial aid and exploration of ways to teach content to the alienated student or under-achiever. We believe that the social studies have vertical sequence of concepts and skills. We therefore recommend that reasonable standards and records of mastery be required.

4. We recommend joint curriculum development and revision on horizontal and vertical bases.

5. We recommend that considerable usable time be given to teaching personnel for planning, keeping abreast of their fields, and periodic revision of courses to meet the fast-changing needs of our society and our students.

6. We recommend job analysis of administrative and supervisory assignments in re the social studies curriculum.

7. We recommend continued involvement of lay persons in curriculum development and revision.

REPORT ON SOCIAL STUDIES

GOALS

The social studies are by definition and by goal the time taken in school to learn the whys and hows, past and present, of interpersonal and intergroup relationships (or man's relation to his fellow man and environment), his institutions to carry on the business of living together in this country and the world at large.

Here we wish to quote from the stated objectives of two required courses in the History Department:

"Sociology: Designed to help the student to:

a) Realize the importance, value, and responsibility of the individual to the social group.
b) Gain an understanding of the factors which influence human behavior and apply this understanding toward enriched, effective living." (Note: This list of objectives goes on.)

"United States History-Government I, II, III"

(See list of objectives, in Appendix B, that are considered so important that these are required courses for all students.)

The courses listed above, together with 9th grade World History, 7th grade World Geography, 8th grade American History, and Economics, which is an optional 12th grade substitute for Sociology, are considered important to every student who, as a citizen, must know and accept enough of the common tradition of a democratic society to carry it on as a democratic society. Therefore, we shall make a recommendation for the organization of all of these courses which we believe will make more possible the accomplishment of our goals.

To be more specific, there is evidence of alienation on the part of privileged and under-privileged youth, both within and without the context of racial discrimination, that we as a committee recognize. Alienation can lead to acceptance of methods that violate the democratic process of achieving change and/or redress of grievance. Examples of manipulation, violence, and apathy are all too familiar to us all. Social studies seem to us to be the field of study where the democratic process can best be learned. To be fully effective this learning must include direct exposure to life situations that will promote tolerance and understanding of human differences. To carry this to a logical and necessary conclusion, how can we hope to improve world affairs, unless a student can adjust to a boy or girl across the aisle?

ALONG WITH THE BEHAVIORAL SCIENTISTS, WE WOULD ARGUE THAT IF STUDENTS DO NOT CONFRONT AND UNDERSTAND AND APPRECIATE HUMAN DIFFERENCES, AND INTERACT AND COMMUNICATE WITH EACH OTHER, A SENSE OF COMMUNITY INTEREST AND ENDEAVOR CANNOT EMERGE. THE FOSTERING OF PARTICIPATION IN A SOCIAL STUDIES COURSE BY A WISE AND SENSITIVE TEACHER MAY CREATE A REAL LABORATORY WHEREIN BASIC ISSUES OF AUTHORITY, CONFLICT, AND CONSENSUS CAN BE EXPLORED. IN A REAL SENSE THIS IS THE BASIC STEP IN THE DEVELOPMENT OF DEMOCRATIC VISTAS AT THE SAME TIME IT PROVIDES A LABORATORY IN PERSONAL MATURATION. (See attached article on "The Use of Simulation in the Social Sciences" by Dr. Hubert S. Coffey.)

BASIC ASSUMPTIONS

The social studies are based upon the social sciences and other disciplines, each of which has some unique area to bring to the development of our understanding and ability to function effectively in our environment. These distinct subject areas, as identified by the State Committee on the Social Studies are: anthropology, sociology, history, geography, economics, political science, jurisprudence, psychology, education. We recognize that these may be taught as integrated or as separate subjects.

It is the view of this committee that facts are necessary resources and skills are indispensable tools, not ends in themselves, to be used to develop understandings of, and attitudes toward, our environment--social and physical.

It is the view of this committee that teaching includes periodic evaluation of attitudes and knowledge consistent with specified goals.

It is the view of this committee that our young people need an objective understanding of power and politics that will enable them to be better citizens. We believe that man realizes his freedom in the realm of political action. We wish to emphasize that responsible political expression should be the considered, composite end-product of the use of the appropriate disciplines. We need to remind ourselves that we take a position in teaching/planning by omission as well as by commission.

It is the view of this committee that the social studies can contribute to the making of democratic citizens. The evidence of the social scientists leads us to believe that the role of the traditional school, as customarily understood, is minor in influencing the achievements and aspirations of students. Hence, the need to look at new approaches.

Our scale of values says we give top priority to those arrangements that promote functioning, democratic citizens in a functioning democracy. We shall have to consider first the whole school, and other environmental influences upon our students before we revise courses.

Although schools are only one of the forces affecting the education of our children, it is the view of this committee that schools can and must have a more realistic role to play in shaping our society.

SURVEY OF PRESENT BERKELEY PROGRAM

This is mainly a brief description of personnel, courses of study, theory, practice, projected change as assessed during a limited period of time.

ELEMENTARY

In grades K-6, Berkeley is using a revision of the Contra Costa Social Studies Units developed by Hilda Taba, et al. We have examined one of the units, reviewed the teacher handbook, considered the rationale, and discussed this with the curriculum associate. One other course of study, the Senesh Units, is being tried in a limited experiment. (We applaud the "here and now" flavor of the Senesh material we examined.)

An inservice program is being conducted for the fourth year to train teachers in the use of these Taba materials, which emphasize cognitive skills and the teaching strategies involved. Team leaders and teaching teams (definition varies) are being developed and strengthened; content information is being provided as needed; and an evolutionary process with the materials is being sought and achieved, e.g., recent writing and incorporation of unit, "The History of the Negro in America". Limited released time is provided. Leadership is provided by a full-time consulting teacher.

JUNIOR HIGH SCHOOL AND HIGH SCHOOL

For grades 7-12, the list of courses (see Appendix B and C) meets and exceeds State requirements.

The 7th grade course of study for World Geography was completely revised during the year 1965-66 by a committee of teachers from Willard and Garfield Junior High Schools. The teachers met periodically with Dr. John U. Michaelis; substitutes were provided during meeting times. One teacher worked over the summer in the final steps of preparing the written guide.

The eighth grade course of study is undergoing revision in a similar manner. Meanwhile the Alameda County guide is being used.

The Amherst History Project is being used in Grade 8 and at Berkeley High School, a distinguishing feature of this being the examination and evaluation of copies of source materials, copies of historic documents.

World History is taught to all 9th graders as a survey course. We particularly direct your attention to the Appendix C for a list of topics to be covered.

New courses are being developed to meet needs in content areas and needs in relationships. One is a seminar course; topics are open, to be planned as appropriate, programmed into a flexible three-period time of day at Berkeley High School. The next, planned for September 1967, will be a humanities course, combining at least the fields of music, English, art, and history. Team teaching is to be used. Some help was provided by observations of a similar course in Oakland. One teacher is being freed from part of his teaching load to facilitate the planning.

There is a curriculum associate, the chairman of the History Department, who is responsible to the Director of Secondary Curriculum and to the high school principal. The curriculum associate has administrative, coordinating, and supervisory responsibility in four separate locations, and also teaches one class. Each junior high school has a department head who has some responsibility for supervision, materials and equipment and carries a full teaching load, five classes.

The History Department, which includes all the teachers of the social studies, is currently studying tracking and grouping, and is further investigating team teaching. (Willard has one teaching team functioning.)

CONCLUSIONS

Our conclusions and the material in the Appendixes and Bibliography form the basis for our recommendations. In addition, we have appended some questions which we feel require earnest consideration and which we expect would lead to further conclusions and recommendations. (See Appendix A.)

ELEMENTARY

There are teaching strategies emerging at the elementary level that are consistent with the goals to which we subscribe. The central curriculum personnel are reinforcing this by:

a) Having teachers participate as learners, too, re the new teaching materials, strategies, and their evaluations and revisions,
b) Searching and researching curriculum materials,
c) Adapting and creating materials for the unique needs of Berkeley,
d) Incorporating a program of what is learned and an evaluation of the instruments of evaluation. (See Appendix.)

We conclude that the consulting teacher's job (elementary) is too much for one person. We endorse the combining of art and social studies, wherein, as at present, art is used to express the student's feelings about what he has studied, to test his conceptualization, and/or to record data, all of which is not to say that these are complete or sufficient experiences with art. (See report of subcommittee on the Creative Arts.) We feel that a greater time allotment and additional professional personnel will be required to ensure future curriculum development and maintain the quality now being produced by one person

JUNIOR HIGH SCHOOL AND HIGH SCHOOL

We conclude that teachers of grades 7-12 need time to:

a) Keep informed in their fields of specialization which include history, economics, sociology, political science, current daily news, et al.
b) Share teaching strategies to close the gap between goals, theories, and outcome.
c) Relate to students in a relaxed fashion which will convey the depth of concern we feel they have.
d) Integrate curriculum better and prevent unnecessary duplication.

For example, we feel that the seventh grade course of study in World Geography needs further evaluating. We note that it does not seem consistent with the K-6 program and methodology.

Some of the seventh grade material appears to be repeated in the ninth grade survey of World History. Both courses, if taught as written materials given us would indicate, are covering a vast body of material. (See Appendix for list of topics to be covered in grade 9 and course of study for grade 7 available at the Professional Library.

One example of integration of curriculum which we found in the History Department is the humanities course which we feel incorporates desirable elements of cooperative planning, core curriculum, use of time blocks and team teaching.

GENERAL

We conclude that we have a problem in intergroup/interpersonal relations. The Coleman Report, of which Berkeley was a part, substantiates what we already know from much local feedback. In reality we are still catering to the high academic achiever without consideration of the social implications for all the students, including the high academic achiever himself.

We have found some materials, new and exciting to us, which are not presently available through the Professional Library.

We have noted and filed these, but we are also concerned that new developments in teaching and curriculum be constantly under surveillance by Berkeley teachers. (e.g., See appended material on simulation.)

RECOMMENDATIONS

We preface the Recommendations with a word of warning: "It is possible that we seek a single, simple answer to a complex problem which can be solved only by teachers who are so well educated that they can meet it day by day and pupil by pupil." (Caswell, Hollis L., p. 111 in Curriculum Crossroads.)

We have tried to make recommendations that will allow the professionals to do the job in a manner befitting the spiritual, intellectual and physical riches of this city and state.

1. We recommend that all required social studies courses (those in the History Department) be organized in heterogeneous groups, (encompassing present Tracks 1 through 4 in every group) as soon as possible in order to teach through practice what we believe about interpersonal relationships.

   Team teaching, presently conducted in a great variety of physical settings in the U.S.A., appears to us to offer the promise of successfully, meaningfully involving all of our students without falling into the trap of teaching down the middle to the mythical average student, the actual no one. For convenience and clarity we will state here that what is involved is flexible small groups, regrouped as necessary for specific purposes within a large heterogeneous group, which is also a working group for certain specific purposes. We think this provides well for individualized study and learning that permits the student to be challenged to capacity.

2. We recommend that the most important concepts to be taught be clearly identified so that the opportunities to reinforce learning of these concepts be employed in every way possible in all subject areas.

3. We recommend that adequate time be allotted to evaluate what we are teaching and what the students are learning. Since we believe that the social studies have vertical sequence in concepts and skills, we think it essential that reasonable standards of mastery be set and records of mastery be required as a teaching tool.

4. We recommend that considerable time be given immediately to administrative and teaching personnel:

   a. To explore research and practices relevant to our local school problems. Most urgent among these is the need to know how to work successfully with the alienated student and the under-achiever.

   b. To construct and carry out experiments which may provide answers to local school problems in regard to the subject of this report.

   c. To keep current in subject matter.

   d. To develop even greater diversity of course offerings, e.g., anthropology, European history, African history, conservation, regional government.

   e. To devise a method of organizing the schools which will ensure that these activities are a permanent part of the program on a continuum from Kindergarten through 12th grade.

5. We recommend re-examination of the 7th and 9th grade World Geography and World History courses. Since there is an attempt to expose students to a great many facts and concepts, this might lead to coordinating a two-year sequence which might allow more time for depth coverage than does the present treatment. However, we do not pose this as THE answer to the problems we see in these courses. We note that a number of research programs listed in a directory sent us by the U.S. Office of Education (compiled December 1966) are dealing with problems of sequence, emphasis, repetition which we should like to see explored further.

6. We recommend that extra time be given immediately to the social studies-art curriculum consulting teacher at the elementary level.

7. We recommend that the concept of secondary curriculum associates who also teach be retained, but that a job analysis be made to see if personnel with other expertise could assume parts of the job.

8. We recommend that a similar job analysis be applied to the role of the school principal in regard to his responsibilities in curriculum matters.

9. We recommend much more joint curriculum development by school personnel.

   One area to which we recommend immediate attention is education about the kinds of jobs men and women do in this society. We suggest that a structured orientation to the world of work be conducted continuously through the elementary grades, and that it be planned with secondary teachers as well as other experts. (See report of subcommittee on Vocational Education.)

   Also see Appendix for Project EPOCH.

10. We recommend exploration of the use of non-professional aides as set in the context of a spiral developmental opportunity for work and training described by Riessman and Pearl in New Careers for the Poor.

11. We recommend immediate and unstinting use of adult time (e.g., SRV) to give tutorial aid to secondary students who need it. We suggest the exploration immediately of other means of teaching content (oral/aural, visual), this with the aim of supplying content to the many students who at present are handicapped in relating to the material due to their reading difficulties.

12. We recommend lines of authority to foster better articulation and communication between Elementary and Junior High School and High School.

13. We recommend close cooperation with EPOCH.

14. We recommend the formation of a Citizens' Advisory Committee which would propose and help to evaluate new ideas and new approaches.

APPENDIXES

Appendix A - Questions for Exploration

Appendix B - Berkeley High School History Curriculum

Appendix C - World History Course Offered at West Campus

Appendix D - Project EPOCH

Appendix E - Bibliography

Appendix F - Use of Simulation in the Social Sciences

Appendix G - Acknowledgements

APPENDIX A - QUESTIONS FOR EXPLORATION

1. Do we need to adopt a learning theory (or theories) and strategies that are consistent with it? Is it consistent with research to give each teacher as much free rein as we often do? How do we guard against regimentation?

2. How does our grading/reporting/evaluating approach affect what children learn and what they are willing to strive for?

3. How do we know what kids are understanding? Has anyone developed a system or test for finding out? Is this important to our considerations here?

4. Should there be a policy statement re discussion of controversial issues? Is there danger to students as well as threat to teachers?

5. Are our teenage students caught in a bind? We say, "Think like adults", but are uneasy, repressive when they act in a community. What is the school's responsibility here?

6. Does our social studies curriculum reflect our commitment to learning as an open-ended lifetime pursuit? What are the promising strategies to relate to this?

7. Are state requirements broad enough so that they do not interfere with good teaching?

8. How adequate are our textbooks? What are criteria for judging?

9. Are our audio-visual aids and provisions for trips adequate? What do we need?

10. To what extent do we use the classroom as a kind of social laboratory for the student to gain insight into his world and individual relationships? Should we?

11. What training or experiences would we like our teachers to have? Cultural anthropology, group dynamics, travel, etc.

12. Do we want to teach an understanding of man's cultural history?

13. When we reteach subject matter at a higher grade level, e.g., American History which we teach in elementary, junior high and senior high, are we planning so that our spiral development of concepts is known to our teachers and students?

APPENDIX B

COURSES OFFERED BY THE HISTORY DEPARTMENT OF BERKELEY HIGH SCHOOL

Low 10	High 10
*Sociology	*Sociology
Latin American History	Latin American History United States History I (for students with a B average)

Low 11	High 11
*United States History I	*United States History II
*United States History II	*United States History III

Low 12	High 12
*United States History III	*United States History III
California History	California History
*Economics	*Economics
Oriental History	Oriental History
World Geography	World Geography

*Courses Required for Graduation

a. Three semesters of United States History and Government (United States History I, II and III)

b. An additional semester of either: Sociology in the 10th grade or
Economics in the 12th grade
(underlined above)

NOTE: See statement on the next page regarding Placement of Students in Classes.

FROM BERKELEY HIGH SCHOOL HANDBOOK

RE COURSES OFFERED BY HISTORY DEPARTMENT

I. Departmental Policies

A. Standards for academic electives are the same as those of the academic United States History-Government courses. (See placement levels which follow.)

B. Students enrolled in academic electives should have a study period for library assignments.

C. If a sufficient number of students do not meet these qualifications, and apply for an academic elective, classes may be organized for them, if teaching time is available.

D. No drop-outs from other subjects should be placed in history classes after the permanent programs are signed, without the Department Chairman's approval.

E. The Board of Education policy requires that each student must have a passing grade in U. S. History I, II and III, at the appropriate level, in order to graduate.

II. Placement of Students in Classes

Students are placed in any one of the four tracks of United States History courses on the recommendation of teachers and counselors. In Sociology and Economics classes there are two tracks: Sociology and Economics .1 classes include track 2 (.2) students, while Sociology .3 and Economics .3 include track 4 (.4) students.

At the present time a detailed study of our grouping methods is being done.

III. Departmental Requirements

A. Prerequisites

1. All United States History-Government courses must be taken in proper sequence. U. S. I History-Government is a prerequisite to U. S. HG II, and U.S. II History-Government is a prerequisite to U.S. HG III.

2. For all other courses offered by the Department, more than one may be taken concurrently.

* * * * *

Tenth Grade

1. Latin American History - The course is designed to help students understand the political, social, economic, and cultural backgrounds of the twenty Latin-American republics, and to realize that United States-Latin American relations are an essential part of United States foreign policy.

   Prerequisite - B average is required in ninth grade Social Studies or B average in tenth grade Sociology.

2. History of American Social Institutions (Sociology) - The purpose of this course is to help the student gain insight into the factors which influence human behavior and offer the student an opportunity to apply those insights to his own behavior and to contemporary social problems.

   A second level is offered - Sociology .3.

Twelfth Grade

1. Oriental History - This course covers the civilizations of India, China, and Japan. Their geographic setting is studied, as well as the economic, social, political, philosophical, religious, and artistic institutions, in order to develop a better understanding of their value systems. The impact of democratic and communistic forces upon these institutions is

examined and an attempt is made to analyze their effects. These countries are also compared with the United States and European countries.

Prerequisite - This course is open to the students who have B average, or better, in U. S. History classes, or who have obtained special permission from the Department Chairman.

Required Courses: United States History-Government I, II and III

Objectives

1. To present realistically and in depth a body of knowledge about the United States, its people, traditions, and institutions that will help students to:
    a. Become more aware of what they believe as Americans and why they believe as they do.

    b. Recognize the strengths and weaknesses of our free society--the dangers that threaten us and the hopes that sustain us.

    c. Develop into good citizens.

    d. Discover the dynamic nature of ideas of the past and present.

    e. Recognize the diversity of individuals and of the American cultural heritage.

    f. Discern the ebb and flow of historical development--the inevitability of change, and progress through change.

    g. Gain a perspective of America's role in world history and to be able to interpret the evolution of the United States within the context of the whole of western culture.

    h. Become acquainted with the wealth of American literature and historical writing.

    i. Comprehend the growth, nature and significance of the American economic system.

    j. Appreciate the role of the arts, science, and technology in the development of the United States.

    k. Recognize their membership in the human race and accept their obligations to it.

2. To develop intellect:
    a. By using the discovery or inquiry method of learning.

    b. By encouraging students to engage in creative, reflective and critical thinking.

    c. By assisting students to pursue all propositions until a connection with reality is found.

3. To teach American history in such a way as to guide students in the formulation of values and attitudes. In order to do this we seek to help students:
    a. Differentiate between what is relatively good and desirable and what is relatively bad and undesirable.
    b. Cultivate the love of country, i.e., intelligent patriotism which includes respect for the social, political, economic and cultural institutions of the United States.
    c. Develop self-reliance and self-respect.
    d. Establish democratic values.
4. To develop the skill and abilities of students to:
    a. Communicate their ideas and opinions in written or spoken form simply, clearly and logically.
    b. Discriminate between fact and opinion.
    c. Analyze conflicting statements.
    d. Make systematic comparisons.
    e. Draw inferences and make generalizations.
    f. Conduct investigative research and to use effectively the materials and methods of historical research.
    g. Distinguish between primary and secondary sources of information.
    h. Differentiate between relevant and irrelevant materials, reliable and biased sources.
    i. Take good lecture notes.
    j. Read and review a book thoroughly, accurately, critically.
    k. Listen attentively and critically.

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APPENDIX C - WORLD HISTORY COURSE OFFERED AT WEST CAMPUS OF BERKELEY HIGH SCHOOL

UNIT 1 PREHISTORIC TIMES 2,000,000-2000 B.C.
Life began. Man developed basic skills in the Old Stone Age and great advances in the New Stone Age. Zinjinthropus, Java man, Ice Age, chipped stone tools, fire, Neanderthal Man, Cro-Magnon Man, microliths, ground stone tools, farming. Bronze Age, metal tools and weapons.

UNIT 2 EARLY CENTERS OF CIVILIZATION 4000-500 B.C.
Egypt. Egyptian calendar, hieroglyphics, cuneiform writing, Old Kingdom, Menes, pyramids, Nile Valley, religion, the Pharaohs. Nations developed in the Fertile Crescent, Sumerians, Hammurabi, Hittites, Phoenicians, Hebrews, Persians, Assyrians, Babylonia, Lydians.

UNIT 3 THE CLASSICAL WORLD..GREECE (1600-31 B.C.)
Aegean civilization. Basic principles of democracy, city-state rivalries. Hellenic period. Olympic games, Greek colonization, Solon, Golden Age of Pericles, Greek drama, Herodotus, Socrates, Thucydides. Peloponnesian War, Plato, Aristotle, Macedonian Conquest, Alexander, Hellenistic Age.

UNIT 4 THE CLASSICAL WORLD..ROME 750 B.C.-395 A.D.
Latins, Etruscans, Rome founded. Etruscan Rule, Roman Republic, Laws of the Twelve Tables, Punic Wars, Hannibal, conquest of Greece. Golden Age of Latin Literature, Julius Caesar, Aeneid, Pax Romana, Augustus, Roman Empire.

UNIT 5 THE MIDDLE AGES 1-1453 A.D.
The rise of Christianity and the fall of Rome. German tribes invade..the church becomes the bulwark of civilization. Feudalism and the Age of Faith, manor life, chivalry. The Growth of Medieval towns, education and learning advanced. The Byzantine, Moslem, and Russian Empires. Byzantine and Moslem cultures.

UNIT 6 EARLY CIVILIZATIONS IN ASIA, AFRICA, AND AMERICA.
India (2200 B.C.-1700 A.D.) Indus Valley. Features of Indian life. Golden Age under the Guptas, Moslem control. Arts and literature. Buddha China and Japan (2000 B.C.-1644 A.D.) Hwang Ho valley, Chou dynasty, Tangs, Mings and Manchus. Confucius, Marco Polo, Arts and crafts. Japanese culture. Americas: Northern tribes, Toltecs, Mayas, Aztecs, Incas. Contributions. Africa..Soghai, Mali, Ghana, Nok, Aksum cultures. Zimbabwe, Timbuctu, Moslems.

UNIT 7 MEDIEVAL EUROPE IN TRANSITION 871-1750 A.D.
The development of nations. England unified. Legal system, Magna Charta, Parliament. Tudors. French monarchy created a national state. The Renaissance, humanism, revival of learning, art, The Reformation, The Age of Discovery, new lands, overseas empire, Commercial Revolution.

UNIT 8 RISE AND FALL OF KINGS 1600-1750
The power struggles of European kings, Absolutism in France. Ruling families in Prussia and Austria. Powerful rulers help Russia grow. Science and the Age of Reason. New theories about the universe. Scientific method applied and progress made in many fields. Copernicum, Bacon, Kepler, Galileo, Newton, Locke, Voltaire, Rousseau, Bach, Handel, Mozart, Haydn.

UNIT 9 STRUGGLE FOR FREEDOM (1600-1815)
Absolutism curbed in Holland and England. Puritan Revolution, Restoration, Glorious Revolution, growth of Parliament. American and French Revolutions, Napoleon. Reaction and revolt after Napoleon. Congress of Vienna.

UNIT 10 WESTERN WORLD INDUSTRIALIZES (1700-1900)
Industrial Revolution: Textile industry, steam power, growth of manufacturing. Road building, canals, steamboats, clipper ships, railroads. Agricultural revolution. Factory system. Progress in science and medicine. Grave problems. Laissez Faire, socialist, Marxian socialist and labor viewpoints.

UNIT 11 IMPERIALISM, NATIONALISM, DEMOCRACY (1800-1914)
The emergence of new nations: the United States, Canada, Australia, New Zealand, South Africa, Latin America, Early Empire building. The triumph of Imperialism..India, China, Africa, Britain, Russia, Japan, France, Germany and Italy latecomers. The growth of nationalism and democracy.

The arts and sciences since the Renaissance. Classicism, romanticism, realism, progress in science: Hunter, Jenner, Pasteur, Lister, Long, Metchinoff, von Behring, Nightingale. Darwin, Mendel, Dalton.

Drifting toward war. Imperialism threatens peace.

*UNIT 12 WORLD IN TURMOIL (1914-1945)
World War I..causes, fighting, peace settlement, results. Peace movement between two wars. League of Nations, Alliance, Peace Pacts and Disarmaments. Rise of Communism in Russia. Stalin. Relations with the West. Dictators on the march. Appeasement fails.
The Middle East. Gandhi of India. National disunity in China. Japan's imperialism.
World War II. Axis powers defeated by Allies. Cost of war..results. Establishment of the United Nations. World Divided by Cold War.

*UNIT 13 THE WORLD TODAY (1945-)
Divided Germany. U.S. tries to check Russian Communism, and to aid world economic recovery. Truman Doctrine. Turkey, Greece, Marshall Plan, Tito, NATO, SEATO, CENTO. Communist take-over in China. Korea. The new Japan. Asia, Africa, the Middle East and Latin America in our time. The free world seeks peace, liberty and prosperity.

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* This is taken through Current Events.

APPENDIX D - PROJECT EPOCH

ABSTRACT

Nature of the problem: The current emphasis on specialization in education tends to leave students with little coordination of information and fragments of knowledge. There is great need for sound innovative methods to help students and teachers to join islands of information with bridges of knowledge to broaden their perception and deepen their understanding of the forces that shape man's cultural history.

Project EPOCH proposes to develop ways to improve the understanding and the teaching of man's cultural heritage through the production of imaginative instructional methods, extensive resource materials and the most advanced technology. The emphasis of the project will be on arts and humanities: art, architecture, literature, music, theatre, the dance, geography, anthropology, history, philosophy, religion, history of science and their interdisciplinary relationships.

The ultimate goal is to create new types of learning experience in a scientifically designed environment for coordinated learning, the EPOCH RESOURCE CENTER, seen as the outgrowth of an extended planning period. Here exemplary programs will use extensive resource collections and advanced technology to show the interrelation in time and space in the growth of human cultures. Multi-projection, educational exhibits, information-retrieval systems, teaching devices for inquiry training and learner participation will be coordinated with many types of facilities for discovery, learning and teacher training.

STAGES OF DEVELOPMENT

Stage 1 - Planning Period

Search for information, materials and equipment. A core staff will consult experts, guide research assistance, work with school advisers. Develop plans and construct schematic mock-ups for pilot demonstration. Originally planned for one year, this phase has been funded under ESEA Title III for six months, and has now been extended for two additional months ending April 30, 1967.

Stage II

Phase A - Pilot Activities (Beginning May 1, 1967, if continuation grant awarded) Assemble resource materials by solicitation and purchase. Complete equipment installation, start classification and programming.
Phase B - Pilot Activities with school class visits and alteration of pilot as findings show direction. Evaluation study. Teacher training.
Phase C - Design development for Berkeley Unified School units.
Phase D - Support structure for continuation of activities after ESEA support runs out.

Stage III - Operational Period

Phase A - Fall schedule of school visits and teacher training with concurrent evaluation.
Phase B - Development of community involvement and enlarged support structure.
Phase C - Construction plans. Operation structure.

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APPENDIX F - THE USE OF SIMULATION IN THE SOCIAL SCIENCES

There has been a long and heartfelt search by teachers of social studies and history to find methods of making history and social studies a more dynamic influence in the lives of students. There seems to be little question but what the goal of history and social science teaching is to influence the thinking processes and the values of students. These goals, no matter what methods are used in teaching, have been accepted by most teachers. Without attempting to exhaust the possibilities, they can be put this way: 1) to give students an appreciation of the elements which have gone into the development of our state, nation, and world; 2) to develop an understanding of the relationship between the culture of one epoch to the developments in the next; 3) to help develop a greater identification with the processes of struggle and turmoil, of tactics and triumph in the working through of the many achievements of our culture; 4) to develop a critical appreciation of the way in which attitudes and opinions have affected these triumphs and defeats as we strive to achieve a greater community.

Many of these goals are oriented to the development of appreciation and values. Although a factual knowledge of history and social intercourse is important, even to the knowledge of dates and the chronology of events, the primary focus for the last fifty years has been in the development of attitudes and values. This has confronted teaching with the difficult problem of how to instill values in identification and analysis which goes beyond the processes of memorization and picturization which often encompassed completely dramatic presentations of social problems and history. There is very little evidence that, valuable as these methods are, they produce much effect upon the value systems of the students. The persuasive example, of course, was the bigoted intellectuals of the pre-Civil War South.

We know that to effect the values of any person we need to develop a setting where the values are internalized. As the social scientist, Kelman, has pointed out, neither compliance nor identification alone affects the person's values in any permanent way. If a value system is most likely to be assimilated, it must be done through active involvement and participation, where questions can be encouraged and answers be thought through. This poses some very difficult questions in educational methodology for the history and social science teacher.

One of the techniques which has proven quite promising to many social science and history teachers has been the social invention called "simulation". The concept of simulation is that it take an aspect of a social problem or a historical event and put it in the form of a "reality situation". Students then are given roles appropriate to the historical situation and act them out, trying faithfully to reflect the attitudes and actions of the persons involved. For instance, in the constitutional convention, one of the thorny issues was how Negroes should be counted for the popular vote. As we know the problem was not solved effectively, but the major lineaments of the Civil War were expostulated in these sessions. One of the ways in which simulation could be done would be to carry on that debate as students learned about the positions taken. This would be a "simulation". Another example from history would be centered on the ratification of the League of Nations. A social science simulation could be built around the "Friendliness-unfriendliness", "getting work done in groups and alone", and "Decision-making", exercises which have been done in upper elementary grades in Ann Arbor to study "specimens of behavior" much in the same way in which a biologist looks at specimens.

The use of simulation techniques has been employed widely in the study of management and the training of managers. They reproduce some of the behavior which is likely to occur in any group situation where there is conflict, cooperation, decision-making, and the elucidation of typical role behavior. The function of the simulation is both extrinsic and intrinsic. It is extrinsic in that it brings to bear upon the historical scene the dynamics of personal interaction, faithfully represented by highly motivated investigation; it is intrinsic because the modes of interaction have some universal qualities which represent not only historical events, but everyday interaction, personal and existential, which can be applied to the actions in everyday life, can be the source of insight and social change. Ideas, when they become the property of deeply felt interactions, are the fulcrum of change.

One of the main values of simulation is not the exactness with which it replicates historical events or social situations, important as some fidelity is, but the extent to which it connects the "out-there", historically or situationally with the life of the student which goes on inside of him. The simulation can be spontaneous or it can be laid out on a grand scale, carefully planned. Its importance lies in the extent to which it provides experience out of which generalizations have some meaning. If they have meaning, then we need not be concerned about remembrance, for they have been deeply grooved!

This is a brief statement.* Further use of simulation and some index of the ways it has been used, and some experimental experience in its use can be made available to those who are interested.

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Berkeley, California

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* The reader is also referred to: Change in School Systems, edited by Goodwin Watson, published for Cooperative Projects for Educational Development by National Training Laboratories, (COPED), N.E.A., Washington, D.C. 1967.

APPENDIX G - ACKNOWLEDGEMENTS

1. Administrative and teaching personnel of the Berkeley Schools.
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3. Coffey, Hubert, Department of Psychology, University of California, Berkeley, California
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COMMITTEE I - INSTRUCTIONAL PROGRAM

SUMMARY OF THE REPORT ON VOCATIONAL EDUCATION

The Vocational Education Subcommittee has concluded that the current program of the Berkeley Schools is woefully inadequate. It is "short changing" the majority of our students in their preparation to live and work in an urban technologic society, no matter what their educational goals and potentials may be. By and large, the traditional offerings in vocational classes are a mirror to the past, and do not reflect future educational and work needs already documented. The current vocational program suffers greatly from lack of prestige, - from being in many cases, a "dumping ground" for backward students, and from lack of attention within our academically-oriented school system and community.

There are barriers to the effective use of the vocational or occupational education program, which result in the waste of human talent and taxpayers' money. In the opinion of this committee these are the barriers:

1. Lack Of Understanding about the scope and importance of occupational training within education and the world of work, which affects attitudes of students, parents, teachers, administrators and counselors, and results in lack of prestige for the program.

2. Placement Policies which reinforce cultural and social stereotypes; which place poorly-prepared students in vocational training classes; which place students in "watered-down" academic classes which are inconsistent with their potentials and talents; which limit the educational opportunities of many students, and do an injustice to the student, the vocational program and educational quality.

3. Rigidity And Inflexibility within the entire educational system, evidenced by: rigidity in defining curriculum offerings to meet State requirements for graduation and/or entrance to State colleges and universities; rigidity in vertical and horizontal sequencing of courses of study between schools and departments; rigid departmentalization; limited use of the school day; and lack of flexibility in the coordination of career exploration and work experience programs with other educational requirements.

4. Out-Dated Curriculum Offerings which are geared to the traditional vocational programs of 1917 and the 30's. Inadequate use and expansion of new programs geared to the 60's.

5. Lack Of On-Going Community Contact And Understanding Of Community Needs with the result that the programs within the schools do not reflect contemporary educational and work training needs.

THE VOCATIONAL SUBCOMMITTEE RECOGNIZES THAT IT IS THE RESPONSIBILITY AND WITHIN THE PROVINCE OF THE BERKELEY BOARD OF EDUCATION TO REMOVE THESE BARRIERS TO EFFECTIVE LEARNING THROUGH CHANGES IN CERTAIN BASIC PHILOSOPHIES AND ORIENTATIONS OF OUR TRADITIONAL SCHOOL SYSTEM.

WE THEREFORE RECOMMEND:

1. That a prime goal of the Board of Education should be to revise and reorient the entire vocational training program into an educational program built on the concept of "career exploration and training," and that curriculum throughout the school system be adjusted accordingly.

2. That vocational, technical and professional career exploration should be a vital part of a good comprehensive system of education which includes all disciplines. Students need breadth - breadth that includes history, mathematics, politics, science and the arts, foreign language. Training classes and work experience should be consistent with the needs of the student for his preparation to move on to the next step in his life, whatever it may be. The board must accept its obligation to prepare students to live and work in a changing society.

3. This committee recommends a continuing professional and lay evaluation and challenge of the entire curricula to determine if the image and operation of our school system conforms to reality and the needs of the present and the future.

4. Specific Skill Training must reflect contemporary needs of society. To meet the current crises of urbanization and unemployment, we recommend strengthening present curriculum in the following ways:

   a. More offerings in the service occupation fields which lead directly to a "marketable skill," and require varying degrees of prior preparation and skill training. These courses designed to meet immediate employment needs must be flexible.

   b. The expansion of present technical courses such as electronics, and the development of completely new courses in technological fields. These courses may be terminal or lead to related post-secondary training including 4 year colleges and universities.

   c. The expansion of Exploratory Programs which cut across academic-technical disciplines. These should give students first-hand experience with problem-solving techniques, and a good look at career opportunities available in specialized fields. Example: professional and para-medical opportunities in hospitals.

   d. The deletion or modification of present vocational-technical courses of study where new techniques have supplanted old.

   e. The modification, up-dating and expansion where necessary of the present physical plant to maintain these programs.

   f. The related personnel necessary to these programs.

   INHERENT IN THIS RECOMMENDATION IS THAT THERE MUST BE SPACE IN STUDENTS' SCHEDULES FOR A MEANINGFUL VOCATIONAL-TECHNICAL SEQUENCE.

5. That our educational system must be open-ended and provide for re-enrolling students at any time during their lives that new skills and knowledge become necessary.

6. That the Board must earnestly attempt to remove the policies which have led to labels of "either academic excellence or vocational training."

7. That the Board take a public relations approach regarding "Career Exploration and Training," using new techniques in orientation of students and their parents and teachers to the educational and career opportunities available to students within the schools and community.

8. That the general education policy of the Berkeley schools must be revised to reflect the pragmatic concerns such as those listed in the attached "Yardstick For Standard Education."*

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* See Page I-216 of this report.

COMMITTEE I - VOCATIONAL EDUCATION

INTRODUCTION

The potential for developing youth's talents into productive channels in our urban technological society is being questioned in the present Berkeley educational system. Superintendent of Schools, Neil Sullivan, asks how well our schools are doing. He says, "Ten percent of Berkeley students are in the 99-100 percentile nationally...At the other end of scale is the ten percent of Berkeley students in the lowest percentile." Dr. Sullivan recognizes that more needs to be done with both our gifted and for our least able children, but he is concerned with the other eighty percent, those in the middle.

He asks, "How well are they doing, and how adequately are we meeting their needs?" The question challenged the subcommittee studying vocational education to make a critical evaluation of the vocational program in the context of present educational practices and philosophy to determine if it was meeting student needs, and if not, why not?

We first identified the students, the challenge to vocational education, our current job market, and the results of the present program in order to educate the reader as to what exists now.

In our critical evaluation of Berkeley's educational program, we have identified the barriers which now prevent effective use of the vocational training opportunities. In the opinion of this committee, these barriers must be removed by concerted action of the Board of Education, school administration, and the community.

The study which follows is based on the conviction that vocational education is one other technique of education, not separated from academic disciplines in its purposes or standards. We see the student in vocational education as the same student who is in the academic program, all of whom must have the opportunity to "plug into" a number of educational experiences. Our recommendations, therefore, are directed to offer quality education to all students.

IDENTIFICATION: THE STUDENT IN VOCATIONAL EDUCATION

For identifying potential students whose special needs and talents may be met in vocational departments, we used James B. Conant's "American High School Today." He says: "It is as desirable for as many boys and girls in high school as possible to have an ultimate vocational goal. It may well be that many of them will change their minds before the high school course is over or in later years. But, if a student thinks that what he or she is studying in school is likely to have significance in later life, the study in question takes on a new importance. There is less tendency for such "committed" students to waste their time or have a negative attitude toward their school work."

WHO ARE THESE STUDENTS?

A. The student who wants to explore the skills and techniques used in the world of work in the protected environment of the schools - who can experiment, accept and reject, at the formative time in his life. The U.S. Department of Public Health has identified today's student as one whose average physical maturation is in the early 12th year, in contrast to the same maturation 100 years ago at 17 years. (With physical maturity comes attendant social and psychologic changes which change learning styles and sets. Effects of this increasing early maturation are under study - Dr. Felix Heald of the U.S. Department of Public Health.)

B. The student with the "show me" attitude who has an opportunity to see the results of his learning, and realizes the necessity for good academic comprehension as necessary to achieve his results. This attitude, according to experts, is typical of the very creative child, as well as the student whose socio-economic and educational family backgrounds compel him to seek proof of the necessity for his efforts in school.

C. The student who wants to develop certain skills to use for his own pleasure, recreation, or the maintenance of his personal environment. There are avocational and recreational aspects to almost any training offered or contemplated in vocational fields. These classes may develop his judgment, broaden his educational base, and enhance what he has to contribute to life.

D. The student whose future is dependent on his being able to earn. He should be able to leave secondary school with a "marketable skill" as one asset of his education. We identify this potential student as:

1. The "academic student" whose chances for higher education are dependent on financial possibilities. This student must "earn to learn." Sixty to 75% of the students at State Colleges and Universities today support themselves either wholly or partially. Only 3.3% of all University students come from families whose incomes are less than $4,000 - their opportunities for higher education must be developed and encouraged.
2. The woman student who must support herself, whether or not she marries.
3. The 73% of college students who drop out of the Universities, State Colleges and Junior Colleges before graduation, and never receive a bachelor's degree. (J. Edward Sanders, Hans Palmer, Pomona College)
4. The 30% of Berkeley High students who terminate their formal education at the high school level. They may use their skills immediately in a job, and for "bread and butter" if they decide to go on to further training at a later time.
5. The mediocre "late blooming" student who persists in the traditional watered-down general education academic program. He may find incentive to learn if he is redirected to subjects that have his personal interest and result in his "earning power." This is apt to be a male student whose normal maturation, physical, psychological and social is usually two years later than girls.
6. The student whose career goals are already established. He may go to post secondary schooling with basic technical requirements completed, and save himself years of time - time that neither he nor our society, including colleges and universities or industry, can afford to waste.
7. The student who will go into military service with basic skill training and who will have a better chance for acceptance to the excellent training programs offered.
8. The student who goes into union-employer apprentice training courses. He will gain precedence and employment if his education has met pre-apprentice requirements. (Today at Berkeley High School less than .05% of its students are in Trade and Technical Classes.)
9. The worker whose job has been wiped out by technology, who will wish to return to adult school for retraining, either in basic education or for short-time courses not covered in the colleges or universities.
10. The adult students and the Continuation Students whose opportunities for open-ended education upgrade our society.

We conclude that Vocational Education has potential use for the majority of Berkeley's students, no matter what their educational goals and potentials may be.

IDENTIFICATION: BERKELEY'S PRESENT VOCATIONAL PROGRAM

This committee found that the study of Vocational Education was so broad that it is impossible to cover the entire description of the subjects in this report. In Berkeley schools there are three distinct departments of the school designated as Vocational: Homemaking, Business Education, and Industrial Arts. These are conducted in five complete and separate school organizations with classrooms in 36 separate locations in the city. For secondary students there are more than 40 separate subjects and their sections covering the technical and related academic disciplines of occupational training.

The training programs in these departments have as their focus the development of skills which are useful, manipulative, problem-solving, and usually compensable. The kinds of vocational training fall into the following general categories:

A. Specialized training (usually in the traditional fields such as machine shop or stenography) which amounts to a "major" for the student, but in general does not prepare him for direct entrance into a four-year college. The student has usually determined his career goal, and will go: (1) directly into employment on leaving high school, (2) into a junior college or proprietary trade and technical program, (3) other specialized training such as union-employer training courses or military training programs. At the high school level these are ideally two-year courses, following exploratory courses.

B. Short-term specialized programs which train the student for a particular kind of service occupation, such as food service, nurse aide. These focus on immediate employability or use, and do not require special abilities other than interest and basic academic preparation.

C. Introductory or exploratory programs for technical and professional occupations which require a high degree of preparation and competence. These programs may be long-term or short-term, depending on the time, needs, interest of the students, plus the training requirements of the job.

Example, Short-term: Pre-Engineering survey course. These students usually plan to continue their training at four-year colleges, but due to necessity to fill academic requirements for college entrance, do not consider these classes their "major."

Example, Long-term: Electronics is an example of a 2-year course which can offer a marketable skill with termination points at high school or junior college graduation, or may be carried to the electrical engineering baccalaureate degree.

D. Inter-disciplinary programs: There is one program which is designed specifically to train students for technologic employment. The Pre-Tech Program is a two-year course beginning in the 11th grade. It is a coordinated team-teaching type of approach, with curriculum which cuts across disciplines designed for the boy who is average or above in ability and has an interest in technology. The students study as a group for Science, Mathematics, English, and Technical Laboratory. The natural interrelationships of each subject are drawn out and reinforce each other.

E. Training with the focus on the family and its needs - includes homemaking skills and child care.

This Committee will attempt to evaluate Berkeley's current program to determine if it meets the needs of the students identified above. We must first examine the potential use for vocational training.

IDENTIFICATION: THE CHALLENGE TO VOCATIONAL EDUCATION TODAY

Keeping in mind the student and his needs, we identify the potential of vocational education today on a national level as well as a local one.

THE NATIONAL LEVEL

Grant Venn, in his "Man, Education and Work" ably expresses the challenge for education to introduce youth to the world of work, as well as ideas. He says: "Too few youth have the opportunity to learn about work through experience. The educational preparation of every youth must provide experience and learning that will enable him to move into his next role in life, whether this be further study, either academic or occupational, or direct entry into the work world. The educational system must assume responsibility for every individual's formal preparation to move on to a next step."

This charge to public education given by Grant Venn is a challenge to education in a changed and changing world, a world that has replaced old familiar work patterns and social relationships with new values and new demands, and these will be replaced in the future at a faster and faster rate. Only those people and institutions adapted to change will survive.

"As the quality of life is changed, as the rate of learning, information, travel and communications all change, we will see a major change in living patterns, hopes and desires. In short, a complete new environment will exist." ("The New World Coming," by John Diebold)

Commencement speakers all over the country predict that today's graduates will change jobs at least four times in their lives, and that three of these jobs have not even been thought of at this time. Experts in the Department of Labor and the National Council of Education tell us that the nation is facing one of its biggest crises in history: The shortage of labor to fulfill the technologic development and service needs of an urban society.

Eric Hoffer, in his book, "The Temper of Our Time" gives an additional clue to effects of these changes. He says: "The banishing of workers by automation from factories, warehouses, docks, etc., will fill the cities with millions of unemployed workers waiting for something to happen. Condemned to inaction, and deprived of a sense of usefulness and worth, they will become receptive to extremism, and to political and racial intolerance." Watts and Oakland riots are evidence of the frustrations of the unemployed.

These crises are already upon us and are evidenced by the fact that in the nation: (1) fully a fifth of the out-of school youth under 21 are unemployed, and the youth employment rate is already higher than it was during the depression, and is reaching higher levels month after month. (2) Estimates of the numbers of workers displaced by automation now run in the order of one and a half million annually. (3) At the same time these kinds of unemployment are growing; there are many jobs which are unfilled due to the failure of our educational system to keep curriculum abreast of contemporary work training needs of the nation. (Venn)

"By Labor Department statistics in 1963, there were four million unfilled jobs. Today there are five and one half million. There is an annual shortage of a half million trained craftsmen per year and current educational sources, including private industry and the military cannot meet the challenge." (Venn)

Irving Adler summarizes the effects of automation by pointing out: "The effect of automation is to displace the unskilled and semi-skilled production worker. At the same time, however, it is creating a demand for a new type of worker who is qualified to service and maintain automated machinery. Automated machinery is a complicated combination of mechanical parts, electronic controls, and sometimes intricate chemical processes. What is particularly significant for education is that the type of skill required is not a mere manual skill in the manipulation of tools. It is a combination of manual skill and a knowledge of scientific principles. The worker of the future will need an intensive scientific education. Here we see the requirements of vocational education spilling over into the area of general education. A narrow, specialized vocational education was never an adequate substitute for a liberal education. Under automation it will not even be good vocational training."

Urbanization is a result of these technological advances, and with urbanization come attendant human and social problems. Never in the history of our country have people been so dependent on the efficient functioning of others in every kind of work. The sanitation facilities of a city are as vital to health as the hospitals who will care for the casualties. Food service, cleaning, leisure, health, transportation, law enforcement, and the myriad other urban service occupations have been altered to meet the increased standards and demands of living today. In our complex, inter-dependent urban society, there are practically no jobs remaining for which some kind of specialized training is not required.

However, as John Gardner states: "It is not just technical competence which is needed. A society such as ours is dependent upon many kinds of achievement, many kinds of complex understanding - and the importance of education in modern society is not limited to the highest orders of talent. A complex society is dependent every hour of every day upon the capacity of its people to read and write and to make complex judgments and to act in the light of fairly extensive information. When there is not this kind of base on which to build, modern social and economic developments are simply impossible. And if that base were to disappear suddenly in any complex society, the whole intricate interlocking mechanism would grind to a halt." ("Can We Be Equal and Excellent Too?", p. 35)

In summary, we see that Vocational Education has changed its limited role. Venn is correct when he says: "Technology has created a new relationship between man, his education and his work, in which education is placed squarely between man and his work."

Vocational Education is faced with meeting a three-fold problem: First, severe unemployment among low-skilled workers whose jobs have been altered or eliminated by automation. Second, the actual shortage of labor in many service, technical and professional areas. Third, a continuing need for constant curriculum revision to meet higher standards of educational requirements and to retrain workers if education will keep abreast of the needs in the world of work. This, then, is the challenge to education today.

WHAT IS THE LOCAL CHALLENGE?

Berkeley, contrary to those who still fantasy that it is a small University town, is a part of a vast urban complex. Today, more than one million people live in Alameda County alone, and East Bay open spaces are disappearing at alarming rates. The rate of change in racial and ethnic composition is even more dramatic. Our interdependence with other cities is indicated by a recent newspaper survey which reported that half the people who live in Berkeley work outside of Berkeley, and half the people who work in Berkeley live in other cities.

Where can Berkeleyans work? In Alameda County, there are approximately 1200 manufacturing plants covering a wide variety of products. The leading manufacturing classes include: processed foods, passenger car and truck manufacturing, office equipment, tin and glass containers, calculating machines, fabrication of metal products, floor coverings, chemicals, paints, printing and publishing.

A recent test of the ability of public school education to meet manpower needs is BART. Thousands of skilled laborers are needed to build this network of transportation, and due to the failure of vocational programs local labor sources are not able to meet the demand. This market for skilled labor is not apt to diminish for the next five years or more.

The vast number of service industries to keep and maintain this urban society is increasing at the fastest rate of any field. The very nature of the mobility and prosperity of this area accounts for this growth. Examples: transportation, food suppliers, merchandising, dry cleaning, moving van and storage, entertainment.

We live in one of the nation's great medical centers, and the rate of change in medical technology has developed many attendant industries. One of the greatest manpower needs in the area is in the para-medical field, for both men and women.

Berkeley is on a vast Bay, in one of the greatest port areas and commercial centers in the world. Every area of the building and fabricating industries needs engineers, technologists, and trained labor. Unskilled labor has no market here.

We live in a great University community with the potential for attracting the most advanced research and manufacturing centers. Our citizens have available to them, within easy commuting distances, one of the highest concentrations of post-secondary schooling to be found in the nation. Public school people have tremendous opportunities to utilize the newest techniques in curriculum development and to correlate their curriculum with post-secondary education.

This is the environment in which this committee looked at Berkeley Schools. We conclude that a variety of local employment opportunities are real in the Bay Area.

THE STUDY

The goal of this committee's study is to answer the question: Are we training students in our public school systems to take their place in this rapidly-changing urban, technologic society? Are we meeting today's challenge to education?

CRITICAL OBSERVATIONS

What is our local education doing about the preparation of Berkeley students to fill the number and quality of jobs available today? In the committee's opinion, it is not accomplishing much. That is, not much more than there has been done since 1917 when the first Vocational Education Act, known as the Smith Hughes Bill, laid out rigid guidelines for the distribution of the first Federal support to education. In essence, it established the "separate but equal" philosophy which doesn't work today for vocational education much better than it works in the Deep South. There was actually a "less than college grade" provision which tended to identify high school vocational education as terminal and outside the concern of higher education. It put heavy emphasis on training the blue collar worker, tracking, and segregation of work by sex. Berkeley's vocational programs carry most of the equipment, outmoded curriculum, and much of the philosophy of this 1917 program.

If we will examine the current vocational program in the context of the Smith Hughes program, both in curriculum, space and equipment, we could say that we have an effective vocational program.

Facts and performance show that we do not have, for this kind of outmoded philosophy for vocational training no longer meets the needs in this changing world, nor does it interrelate with advances in other school program. The majority of Berkeley's existing programs of occupational education exclude the future needs and interests of many of our students. The new technological programs are not in sufficient quantity and variety, and curriculum associates struggle to recruit sufficient numbers of students to justify their existence. There are examples of failure: Distributive Education has been attempted and failed three times in the past 10 years. The Pre-Tech program which leads to entrance to 4-year college has only one 11th grade student enrolled for September 1967, the Engineering Graphics class has none. Pre-Nursing Chemistry was dropped due to lack of enrollment.

In March 1967, the State Department of Employment reports that their greatest employee needs were in: (1) Aircraft industry, including air frame mechanics and upholstery, (2) Para-Medical workers, including nursing male and female, dieticians, and technicians, (3) Service occupations, including electrical and electronic repair, food service, clerks, and a myriad of other services necessary to run this complex urban society.

Yet, Berkeley schools have never even had a Piper Cub to introduce shop students to the aeronautics industry. There are presently only 16 students enrolled in machine shop, and not a single mechanical drawing class is full. Electronics II has only 8 students to use the excellent equipment available in that department. Only 17 out of 750 Berkeley High seniors are presently enrolled in the Trade and Technical program which leads directly to trade apprenticeship. The Food Service class enrolls only a few students, and only one Berkeley girl in 6 years has applied for a nursing scholarship at Alta Bates Community Hospital.

The committee can only conclude from these facts that Berkeley curriculum developers have not been successful in recent years in matching needs and talents of students to the contemporary work needs of society.

CHARACTERISTICS OF VOCATIONAL PROGRAM

A. "Either Academic Excellence Or Vocational Education": The committee was not happy about the "either or" attitudes expressed by students, parents, counselors and administrators - nor the separateness that exists between other departments and vocational departments. Evidence of this separateness and departmentalization is indicated by:

Even in the structure of the School Master Plan Committee, Vocational Education is "different," First, it was under Special Education, Committee II. After some time, it was transferred to Committee I, studying Curriculum. During the time of study, no other subcommittees studying curriculum (by subject) have correlated with Vocational academic subjects. For example, Mathematics Curriculum Study did not include the algebra, bookkeeping, or mathematics taught in or for vocational programs, but only those math programs under the jurisdiction of the Mathematics Department.

No vocational teacher or curriculum associate sits on the Administration's Curriculum Planning Committee, nor on the special Committee recently formed to study instructional program for Educational Parks.

Even the obvious does not happen: On a recent Careers Day held at Berkeley High School, the Vocational Education curriculum associates were not consulted in planning the program with the sponsoring Service Clubs nor did they participate.

The student also suffers from this separateness - many, though not all parents, counselors and students regard Vocational Education as a track for the low achiever and the "goof-off," and brand the education as "second best." Most vocational teachers do not agree.

B. The Teachers' Frustration: The Vocational teachers' hue and cry was frustration that they are not being assigned the kinds and quantity of students who could benefit from the range of the program they now offer or would like to offer in the future. They are also frustrated that the educational benefits available in their programs are not recognized by parents, students and other educators. Many of today's students are prepared to handle complex technology.

In our visits to the schools, we were impressed by the quality and professional know-how of the teachers, their dedication to vocational training and their students, and their courtesy and interest in this study.

C. The Stereotypes - The Students: The committee observed that the students in vocational education at Berkeley High School reflected the extremes in academic ability, which in turn reflected the socio-economic and cultural backgrounds of their families. The ability and accomplishments of students assigned to the courses vary tremendously, for placement is fairly arbitrary - based on the consent of the students, his placement and success in academic subjects, teacher recommendations, and the value judgment of his counselor. There are no standardized screening tests other than academic achievement to match the student's potential to his training goal.

Curriculum is adjusted to the kind of students assigned to the classes. Therefore, the range of standards in vocational classes ranges from those that meet the needs of the upper 10% of the academically talented students with good scientific backgrounds, to special "holding" type classes for students whose basic academic skills limit their accomplishments in occupational education.

We conclude that this kind of placement stereotypes students and compounds and reinforces the environmental patterns of most students - the low ability and the high.

1. The Lower 10%: There are many vocational classes composed entirely of Track 3 and 4 students who have been placed for traditional terminal education. This amounts to a "holding" policy for most of these students who are waiting to be legally excused from school at age 18. Policies of social promotion have moved this junior or senior non-academic achiever to these classes without the proper tools of reading, writing and computing to use in his work. It is the feeling of the departments that a grave injustice is done to this child to "dump him." This student who is placed in classes requiring certain aptitudes and the necessary related academic skills and problem-solving ability becomes more frustrated than he already is, gives up and becomes a discipline problem as well as creating a lowered standard within the vocational program. Many dropouts and Continuation transfers depart from the vocational program, for it is usually the last resort.

   The need for better academic preparation and better screening placement procedures is obvious and urgent, if the vocational education program in the schools can be useful and expand the opportunities for students.

2. The Top 10%: On the other extreme, some academically talented students are enrolled in classes such as engineering graphics, electronics. There was complaint from them that there was insufficient time and opportunity to take these elective classes if they fulfilled their requirements for University entrance, for many Vocational classes require two hour time blocks. As a matter of fact, a college-track student, headed for Mathematics or Science at Berkeley's University of California has only nine elective periods available in his entire four years of high school, out of the usable eighty periods. Due to the necessity of supervision of the expensive equipment and the student's safety, vocational elective programs cannot be continued past 3:00 p.m. Other elective programs in the school such as music, drama, athletic associations can supplement their regular courses of study after school hours under the heading of "extra-curricular activities." It is fair to assume, therefore, that many interested and capable students miss the vocational and avocational benefits of the program due to these scheduling problems and limited use of the school day.

3. The Middle Student: But what about that fellow in the middle - the one Dr. Sullivan has challenged the School Master Plan Committee to consider?

   We observed that we didn't see very much of him. While he composes 80% of the student body, his enrollment in vocational classes was only one-third of the total enrollees. Yet the bulk of job needs are for the skilled technician and the white collar worker. Job training requirements vary from two years of high school preparation through the baccalaureate.

We were told by school personnel that small student enrollment in these classes was due to the fact that it is often difficult to attract these students early enough to develop a comprehensive two-year training program for them. It is usual that only after the student and his parents accept the fact that he "cannot make the grade" to the University of California, does he turn to vocational education offerings, usually in the twelfth year, too late for a productive training program. This "either or" attitude regarding academic and vocational education has been detrimental to the entire process of education.

There are, however, some students of high motivation and manipulative ability who persist in vocational programs. Their job placement is immediate.

D. Student Recruitment: It was our observation that little positive has been done to prepare students to make career choices or to use our expensive vocational program. At the elementary level there is little in the curriculum which develops a clear-cut understanding of reality - what the work world is. The required introductory programs of cooking and sewing for girls and shops for boys at the 8th grade level follow traditional patterns. There is no program of career exploration and experimentation to help the students determine a career goal, yet there are study-hall "failures" who concern high school administrators. There are too few students who take a sequence of training classes which give adequate preparation for a marketable skill or continuing their career-training sequence.

Evidences of failure to prepare the 18-year old high school leaver for the world of work are the many emergency programs and schools such as Oakland's Skills Center, which have been funded by federal, state, local and private funds to treat the symptoms and crises.

It is the opinion of this committee that the student has the right to leave high school with the tools of a marketable skill as one product of his education - whether it be a service skill, a technical skill, a trade, or the tools to "earn and learn" while pursuing further education.

We conclude that Berkeley's program is not meeting the challenge to recruit and train him - and has especially failed the student "in the middle."

E. Student Potential: The problem of poor student interest, performance, and inadequate enrollment is not unique to Berkeley public schools.

Grant Venn, in his "Man, Education and Work" points out that in the nation "only one student in ten leaving the educational system without a bachelor's degree has some specific occupational preparation. This is only a small fraction of the real student potential for occupational preparation within the educational system."

The precise number of Berkeley graduates who leave our schools with occupational training is not known, but a look at current percentages of student enrollment in vocational departments would indicate that Berkeley schools are doing about as poorly as the national average.

We know that 30% of last year's graduation class terminated their formal education with their high school diploma. 15% of our students went to University of California campuses; another 25% went to four-year state colleges; another 30% went on to other post-secondary education including junior colleges, special training programs such as nurses aides and the military.

Berkeley school administrators point with pride to the large number of students who are academically qualified for higher education, yet closer examination will indicate that their enthusiasm should perhaps be tempered.

J. Edward Sanders and Hans Palmer of Pomona College in their 1967 study of "The Financial Barriers to Higher Education in California," found that only 27% of first-time freshman enrollees to the Universities, State Colleges and junior colleges ever receive a baccalaureate degree. Approximately 45% of the dropouts occur in the first year. At the Berkeley campus of the University, 51% of the students drop out before graduation, and 75% of those who drop out do so in the first two years.

The committee is led to ask: Are the Berkeley schools giving students the kind of realistic preparation consistent with their motivations, interests and abilities for future academic success?

In view of the high educational dropout rate at secondary and post-secondary levels, contrasted with the small number of students who actually enroll in occupational training classes, we conclude that many of these educational dropouts should have had better opportunity to benefit from training for the world of work.

We conclude that there is too much emphasis on traditional academic preparation to the exclusion of other programs.

WHAT IS THE HOPE FOR THE FUTURE?

We believe that there is hope that our program can and will be improved. There are ways and means available, and we can do it if we will.

First, in our present elementary and secondary schools, we have all the ingredients for positive and effective action: Since Sputnik, the mathematics and science programs have been upgraded for all students. Today, our high school students have as good scientific preparation for learning technical skills as many college graduates did 15 years ago. We have going vocational programs in our schools, with well-motivated and dedicated instructors who recognize the potential of their program and students. The Vocational Department can readily become laboratories for applied learning.

Secondly, the Vocational Education Act of 1963 has liberalized and broadened their program and funding for more technologic classes and urban service occupational training. National Defense Education Act funds are available for broadening the curriculum. The Economic Opportunity Act of 1964, the Manpower Defense Training Act, private foundations and State funds for manpower training are all available to help with curriculum planning, development and funding. The State Department of Education and the State Legislation have authorized monies, and are demanding us to answer why we are not taking advantage of opportunities and funds available.

Thirdly, we have a school administration and School Board who, by appointing this committee, have opened the door for a citizens and professional evaluation of the entire school operation and curriculum to determine if the image and performance of our school system conforms to reality and the needs of today's student and society.

If we have the school organization, the money, and an interested administration, what do we do next?

RECOMMENDATION FOR CHANGE

First, Berkeley educators must make up their minds and give thoughtful answer to the question: Should vocational and technical occupational exploration and training be included in the Berkeley school system?

This committee recommends an unequivocal yes vote. We recommend that the program should be part of a good comprehensive system of education. Students need breadth - breadth that includes history, foreign languages, politics, science, mathematics and the arts. Vocational training classes should be only part of a program of career exploration and training which includes all disciplines. In addition to earning a living, students must perform as citizens of an on-going democracy. Their education must help them to do both jobs effectively.

In the opinion of this committee the potential of the vocational education has not even been touched by the educational system in our schools today.

We believe that a well-designed and thorough program of career exploration and training combined with the tools of a broad and comprehensive academic education can become the salvation of our society.

A reservoir of skilled citizens, with open-ended educational opportunities, is the best asset a community owns. The versatility inherent in the skilled labor force is a hedge against depression and unemployment.

If the Board of Education and school administration accept this responsibility which broadens the concept of vocational education, there must be revision and reorientation of the entire vocational skill training program into an educational program built on the concept of "career exploration and training." Curriculum throughout the schools by necessity must be changed to accommodate new academic and training courses.

Is our present school organization capable of handling this concept? The answer lies in a critical evaluation of what exists now in educational policy and practices.

WHAT ARE RESULTS OF CURRENT EDUCATIONAL POLICIES AND PRACTICES?

Our present policies and practices have given us a system where there is no room for failure or indecision, no time to overcome learning problems before moving on to the next step, no basic standard expectations for all graduates.

Present education on one hand hangs onto outdated curriculum and stereotypes. On the other hand the changes and demands of urbanization and technology are only recognized in part. There is no overall integration of the curriculum.

Present educational philosophy has developed attitudes which give little prestige to the world of work - which do not accommodate for the individual differences in motivations and potentials in students - nor recognize the need for their differences in talents and abilities.

In the opinion of this committee these attitudes have thrown our comprehensive educational system out of balance, so that the needs of the many are assumed to be based on the high academic performance of the few.

This is evidenced by "either or" attitudes which eulogize the structured traditional academic subjects leading to University of California entrance, and give little status to elective programs, especially those in Vocational Education departments.

We conclude that these present policies and practices are not adequate and workable to implement the kind of expanded educational program recommended above. The educational policy of 1964 is inadequate in the light of current student and societal needs and shortchanges and limits educational opportunities for too many students.

If we will have the kind of school system that will enable students to become responsible adults who can produce the services, leadership and family support needed in their world, there are certain basic philosophies and orientations within our academically oriented school system which must be altered.

We therefore recommend that the Board of Education adopt a more practical and flexible approach to the educational problems of today. We recommend revision of the current educational policy of 1964, and suggest that the Board consider the following "Yardstick For Standard Education" which reflects the individual and pragmatic concerns of all students.

(This "Yardstick" was developed by this committee so that our critical evaluation and recommendations for the future might reflect contemporary educational trends. The concepts were gleaned from reading a number of experts: Alfred North Whitehead, James B. Conant, John W. Gardner, Grant Venn, William B. Ragan, Francis Keppel, Irving Adler.)

A YARDSTICK FOR STANDARD EDUCATION

1. Education must expand a student's environment beyond what he learns daily in his home and community - from his parents, associates and activities. Education should not compound and limit the student to his present environment, but offer him new dimensions.
2. Education must be useful in that it will supply the assets by which the individual may contribute something of value to society or to his individual environment that he is best fitted to give. The contribution will vary depending on the educational opportunities for the individual to explore and develop his feeling, thinking and perceiving.

3. Education must discover and develop the talents available in students. Educators must seek out and train students at all levels and in all fields in accordance with the diversity of their potentialities and needs.

4. Education is formal preparation for lifetime learning, and life is education. It is the opportunity to explore the multiplicity of one's world - attitudes and cultures, ideals, ideas, skills, techniques, and their relationships. Formal education must be open-ended, a continuing process.

5. Educators and education must be flexible. They must provide opportunities necessary to translate abstract learning into meaningful activity. They must anticipate progress, and upgrade educational programs to meet existing and future needs, social and economic, of the individual and society.

6. Education must prepare the student to expect, evaluate, and plan for change; to gain attitudes which will give him the creativity and strength to meet the increasing tempo of a dynamic world.

7. Education must deliver a useful product to students, no matter what subject matter or educational and career goals are pursued. It must provide the learning tools that will enable students to become responsible adults who can produce the services, leadership and family support necessary in their world, whatever it may be.

8. Education must provide students with an even start by setting basic standards of competency. Ways and means of motivating the student to achieve the standard should vary to meet the different goals and learning styles of students. Education must assume responsibility for every individual's formal preparation to move on to a next step.

9. Education must earnestly attempt to remove barriers which interfere with effective learning and achievement. Effective techniques of research and teaching must be exploited.

IMPLICATIONS OF THIS "YARDSTICK"

Inherent in this Yardstick is the philosophy that formal education must offer a student what he has not - within the authority of a public body, and the limits of possibility of program and pupil interest and capabilities.

It is basic that if any child's home and social environment held everything he needs to become an educated, productive citizen, our public school system would not be necessary.

Curriculum planners and educators therefore have a major problem of developing curriculum which will bring together the student with his varying potentialities and capacities with the needs of society so that this educational experience is of personal value and use in this interdependent society.

We further recommend that certain barriers which now exist be removed so that a program of career exploration and training may be initiated within the flexible framework recommended in the above "yardstick."

These are Barriers which have been developed throughout the years and which result in inadequate use of educational opportunities by the majority of our students. No effective program can function until they are removed.

We identify the Barriers, and made procedural recommendations for their removal:

BARRIERS TO EFFECTIVE USE OF THE VOCATIONAL EDUCATION PROGRAMS:

BARRIER 1. Lack of understanding about the scope and importance of occupational training within education and the world of work, which affects attitudes of students, parents, teachers, administrators and counselors, and results in lack of prestige for the program.

The most dramatic of all the barriers is lack of understanding of the potential of career exploration and training, the understanding of future job needs, and the understanding that a student needs an early start on serious career guidance and planning if he is to be prepared to become a functionally independent adult when he leaves high school at about 18 years of age.

The educational values inherent in vocational programs are also overlooked. The fact is that all students reinforce their learning by doing, by seeing the application of abstract ideas, making their learning personal and alive. These educational benefits are as vital to a student as history and inter-personal relationships. Earning power is a valuable by-product.

As stated above, the committee has noted a serious lack of participation in many of the existing programs in the Berkeley schools - programs where adequate opportunity for employment are known to exist. While counselors acknowledge new programs are needed to meet the interests and needs of many of the students, they also report that parents demand that their children be placed in "college academic tracks" to the exclusion of other programs. Many parents feel that all vocational education is terminal and "dead-end" for their children, or is designed for "the others."

They do not realize that vocational sequences also lead through college if necessary, to meet their child's career goal and potentials.

Prestige for the program is affected by the educational myth described by Adler which has "developed through the last thirty years of educational practice, that the academic course was for the high I.Q. or bright students. The commercial course was for the average student. The vocational or industrial arts course was for the dull students. The high I.Q. student was supposed to be good at working with his brains. The low I.Q. student was supposed to be good with working with his hands." Years ago this division was based on the needs of society, not biological differences.

An observation of Berkeley students and their placement would lead this committee to believe that there is at present an inadequate understanding that the needs of modern urban technology demand a combination of good academic preparation and manipulative skill training. The capabilities of our students are also underestimated.

Another facet to this Barrier is a practical and mechanical one: The motivated student is welcomed with open arms in any of the vocational departments, if he can fit the elective time into his program, and more fundamentally, if he knows about the existence of the training courses which fit his interest and training needs--and the potential uses for his training.

It is the opinion of this committee that the materials given to students by counselors upon which the student bases his choice of program are very inadequate. Even combined with the Jacket Guide, the counselors' handbook, and the large schedule of courses, it is difficult for students to wade through the material, and even harder for their parents -- especially sections devoted to electives.

One fact emerges; there can be no effective program in Career Exploration and Training unless there is student and community understanding of educational and practical values of vocational training, and of opportunities available in education and the world of work.

The following public relations approach is therefore recommended to overcome the present lack of understanding:

A. There should be new techniques in orientation of students, parents, and teachers to the educational opportunities available within the schools and community. Career exploration should begin early in school and be a continuing process. Training placement should be consistent with talents and interests. There should be follow-up of performance in exploratory training classes during the student's secondary career, matched against his potential and stated career goals; constant reevaluation of curriculum and readjustment where necessary. There should be means of feedback from the students, counselors, and community to appropriate departments.

1. Elementary level: A structured orientation of new students well in advance of entrance to the secondary school should include education about the kinds of jobs men and women do in this society, visitations to community resources, lectures by specialists in the fields of business, industry, education and labor, and visits to the secondary schools to observe the departments in action. (Social Studies Curriculum)

2. Secondary level:

   a. For entering students, there should be curriculum outlines which set out the potentials of every program including the sequence of courses necessary to fulfill requirements of educational and occupational goals. These should be easy to read, and should be available to students and parents for study so that a course of study may be consistent with the interests and capabilities of the students.

   b. At the 9th grade level, and certainly by the 10th grade, students should have an opportunity for exploratory programs in career guidance. Example: for those students interested in the medical field, there should be a variety of opportunities to learn about the whole gamut of para-medical activities as well as the medical and related professions, including exploratory training or on-the-scene observation of those who do this kind of work.

   c. After this kind of serious exploration, there should be reevaluation of the stated career interest and readjustment of the students' training goals and program where necessary, before the student is scheduled into a training sequence.

B. That the District use all the techniques of communication available to teach students, parents, teachers, counselors and administrators that the scope of occupational training is tremendous, that there is future useful job placement opportunity for all kinds of students, the terminal to the University postgraduate.

1. The public. There should be publicity through school and public news media about curriculum offerings which are new and have a specific training sequence and lead to employment with or without post-secondary training.

2. Industry, business, labor. Channels of communication from the community of work, including institutions of public service and higher learning must be established. Foreseeable job needs, with the prerequisites of training are necessary information upon which programs may be developed, if the schools will develop versatile and skilled citizens whose education is useful to them.

3. Parents and students must recognize that college is only one kind of further education and that there are many kinds of learning outside formal high school and college programs, and these may be consistent with career choice needs and interests of the students. Training is offered in individual corporations, apprenticeship systems of labor unions, various branches of government, volunteer opportunities in the community. The armed services have excellent technical training programs for qualified high school graduates. There are night and day classes in public adult schools, and proprietary schools offering specialty and correspondence study. Volunteer agencies and radio and television offer educational programs.

   Students and parents must realize that any student who enters the labor market with training has one foot upon the management ladder.

4. Orientation of other school personnel regarding the changes occurring in industry and business, and their subsequent demands on education. Interdisciplinary cooperation will be necessary for contemporary curriculum to be developed and used effectively.

BARRIER 2. Placement policies which reinforce cultural and social stereotypes; which place poorly-prepared students in vocational training classes; which place students in "watered-down" college-track classes inconsistent with their potentials and talents; which limit the educational opportunities of many students, and do an injustice to the student, the vocational program, and educational quality.

In the "olden days" a student who was not interested in finishing high school or going on to college was able to drop out and find unskilled work, either in the city or on the farm. The motivated student persisted in high school either in vocational training which would prepare him for a good job in yesterday's industry or went on to the colleges to study the professions.

Admittedly, the problems of educating only the motivated students who have good school placement, both in their academic subjects and their occupational training goals, was much simpler than it is today. Work training requirements were also simpler.

Today we have compulsory education to age 18, and students must stay in school, whether their interest is there or not. The problem is further compounded by the policy of social promotion, so that attendance, not performance, makes it possible to graduate, no matter what the level (track) of academic achievement. To motivate those students whose failures have been reinforced throughout the years is a real challenge to education, and much more thorough study of the problem is recommended.

However, this committee submits that the Vocational Education departments of the Berkeley schools have too many of these students who have been placed for lack of proper preparation and remedial programs, and for "holding" until graduation.

There is a tendency to underestimate the potential of the high school student to make a voluntary career training choice. Many times we were told that the high school student is too young to make this kind of decision. In reality the material he covers at elementary level is much more complex--his environment is more complex, and he is maturing earlier. We question the policy of pushing career exploration and training to the post-secondary level on the assumption that decisions "will just happen."

There must be much research into "learning readiness" and timing. The only known factors are that girls mature 2 years earlier than boys and that with puberty come changes in psychological and social attitudes. Yet education for boys and girls is at the same pace, and stays the same, varying only at 8th grade as vocational classes of "shop for boys", "cooking for girls" are introduced. Reality indicates that the housewife needs to know how to maintain some of the complex machinery in her home, and that the best chefs, dressmakers and hairdressers in the world are men.

We saw students whose placement in watered-down academic classes was inconsistent with their interests and talents. A recent suicide in a nearby school district had 4 pink slips of old cars. Because he had "academic ability" he had been put in college-track academic classes in which he was a mediocre student. He wanted to explore the automobile world, not the lock-stepped state college entrance requirements for which he saw no use.

At every level we saw stereotyped placement of the students, reflecting their socio-economic and cultural backgrounds. Studies indicate that the influence of home and environment on students' career goals are greater than contemporary news media would lead us to believe. The recent four-year Metzger-Trent study of 10,000 high school graduates found that attitudes and motivations of students depend largely on 1) the occupational level of the father, and 2) the education of the mother.

Other studies indicate that I.Q. tests and the standard achievement tests which are routinely used to measure "ability" are tied to these same factors, the economic and cultural. The recently completed Richmond School District Report on De Facto Segregation shows the correlation of I.Q., tested "ability" and academic performance with economic and educational status of the parents.

There are other kinds of abilities of students which are not measured by word-tied academic achievement testing. These abilities must also be measured to predict successful placement in training classes, so that the placement will be consistent with the needs, skills and interests of the students.

Berkeley schools do not ordinarily use these necessary additional kinds of tests, therefore we saw performance matching expectation based on I.Q., and curriculum reinforcing racial and cultural stereotypes.

There are students of high ability and motivation within the vocational education departments. These students whose ability is adequate to go on to college, chose to pursue job training skills and early work careers. (Maetzger and Trent indicate that this is consistent with their national study which showed that 40% of the upper 2/5 of their study group chose not to go to school, due to their backgrounds and motivations.) Berkeley schools have an obligation to give these students good training. They must be prepared to move on to a next step, whatever it may be.

At present it is now impossible for our counselors, within the limits of their authority and time, to become "vocational specialists." Yet in this world of change, students need much more specialized counseling than ever before, for specifications for career preparation change constantly.

It was the impression of this committee that most counselors and school administrators were too "chair-bound", academically-oriented, and tend to have little or no experience in the industrial and service trades work. There are too many demands on the counselors' time by the college-bound academic student and the very slow student, so there is insufficient opportunity to develop a meaningful elective program for the other 60% of the students. The committee is aware of the problems that counselors face: those of parental pressures, necessity to honor state and college entrance requirements, and rigidity of time and scheduling for classes within the schools.

In order to improve placement of students in career exploration and training classes, so that the placement is consistent with the students' potentials, needs, goals, and prior preparation, it is recommended:

A. That a thorough placement screening program be initiated. New testing techniques to gauge non-academic talents, potentials and differences in students, as well as capabilities and interests should be developed and put into use, as supplements to standard academic achievement testing now used.

B. Counselors have a more flexible use of time for student, parental, faculty and community contact. This may mean more clerical help, expanded time with extra pay during summer, or periodic sabbatical leaves to become better acquainted with areas of occupational and educational choices for students.

C. Counselors should feed back this information gained from expanded community, parental and student contact to aid in curricular development and readjustment. In effect, the counselor will become a member of a curriculum evaluation and development team.

D. There should be team counseling to help the student and his parents evaluate his career training goals. This team might consist of the counselor and other guidance personnel, curriculum associates, specialists from the community representing the field of interest. This type of team counseling should be done as "group counseling" with students of similar aspirations and problems.

E. Research is needed to determine the extent to which individual differences are provided for in a classroom so that placement in classes will fit the training needs of the student.

F. That care should be taken in the placement of students in training classes, so that stereotyped placement by socio-economic status and/or racial traditions will not compound the student in his present environment, and hinder the development of his potential. Education must also give the student what he has not. A child who is culturally deprived needs the tools of art, music, speaking, reading first, before he has an even start. His opportunity for excellence in occupational education depends on his competence in the subjects that the academically-oriented child from a different cultural group takes for granted. It is in this area of placement philosophy that much more study must be done.

G. That basic standards be set for admission to occupational training programs. The necessary competence in reading, writing, speaking, computing, plus motivation and interest, must be the criteria for entrance. Basic standards will vary for entrance into various training courses. Short-term training courses in the service industries will require different entrance preparation than for technical and professional training.

H. If a student's desires for placement surpass his preparation, he should be accepted on a probationary basis, provided he is enrolled concurrently in remedial or supplementary classes which will give him the necessary basic tools for success in his endeavors.

I. Students who cannot benefit from the training programs should not be placed for "holding" until graduation. A grave injustice is done to the student, the program, and to educational quality.

BARRIER 3. Rigidity and inflexibility within the entire educational system, evidenced by: rigidity in defining curriculum offerings to meet state requirements for graduation and/or entrance to state colleges and universities; rigidity in vertical and horizontal sequencing of courses of study between schools and departments; rigid departmentalization; limited use of the school day; and lack of flexibility in the coordination of career exploration and work experience programs with other educational requirements.

Every time the State or local District adds another requirement, an elective program in the schools goes out the window. When it is considered that all science, music, art, drama, business education, homemaking, technical and trade courses are elective, in addition to a growing number of electives in academic subjects, the opportunities for a comprehensive education which is career-oriented are diminished, and many are damned.

The autonomy of the various departments in setting up class schedules prevents flexibility. Courses are sequenced in a traditional way at the high school that in many instances are arbitrary, and do not give the student the necessary related background to take some vocational subjects. Many times an adequate block of time for vocational training cannot be found in the student's day, due to conflict with the necessity of taking a requirement at the hour it is offered.

We do not have the kind of program such as John O'Connell in San Francisco, or the Richmond program, where there are blocks of time set up for all requirements, and other blocks for the electives. Other workable solutions to this problem have been found in other schools, such as a more flexible and longer school day. The McKinley program contains these flexible elements, but due to the small size of the school, and the extra special needs of its high school students, it does not offer proper comparison.

At Berkeley secondary schools, entrance requirements for state colleges and the University are rigidly defined. As a consequence, students are placed, early in high school, on "either college or vocational" tracks, depending on their I.Q. and academic ability, and the will of parents and counselors.

The result is that students who are our future technicians and white collar workers are lost for lack of opportunity to explore technical fields. Though desirable to many students, the vocational program cannot be expanded without the related personnel and the loosening of certain rigid restrictions about the school day.

In order to provide flexibility in programs of education and remove the rigidity observed by this committee, it is recommended:

A. That all departments examine the course offerings of elective subjects to determine if their content duplicates and/or fulfills the intent of state requirements. If, in the opinion of administration, the course might qualify, the programs or subjects should be submitted to state accreditation agencies and the state colleges and the University to determine if it will in fact be accepted as fulfilling the requirement.

B. That in every instance where elective vocational education courses can become eligible for fulfilling state or college requirements, that these courses be put into the training sequence as an alternative for a standard course.

C. That there be "horizontal" cooperation between the English, Foreign Language, Social Studies, Science, and Math departments in the development of career exploration and training courses on inter-disciplinary bases. Often learning goals can be achieved through a variety of techniques.

D. That the required background and skills of students for entrance into a training program must be analyzed to determine: Has it been possible for him to have accumulated proper background to take advantage of a particular course, if he has followed the traditional "vertical" sequence? Example: In Berkeley High School the Math sequence precludes the early Electronics student.

E. The quality of course must also be examined to determine if it is "pricing the capable student out of business." Example: The Chemistry course at Berkeley High is the same for future nurses as for Pre-Engineering and Science majors.

F. It is recommended that if a student needs, and is able to take courses out of the prescribed traditional sequence to fulfill an occupational training goal, that this flexibility be allowed, without undue hardship to the student. This can be handled very well by departmental cooperation and set out in the curriculum guides which spell out the sequence of required courses for a specific career goal.

G. That the administration investigate the feasibility of scheduling students into "time blocks" so that the required subjects may be grouped and the elective programs may be grouped. Examples: John O'Connell in San Francisco, and the Richmond Plan in Richmond.

H. That the administration consider a lengthened school day past the present 3:10, in the interest of flexibility.

I. That credit be given students for education, work experience, and "extra-curricular" activities which fulfill educational goals, no matter what hours of the day may be used. This is especially necessary for students who are in work experience programs, who may need to take the necessary related academic and technical training outside of the traditional 8 to 3 school day.

J. That the programs in the high school, adult education programs, and the Peralta Junior College programs, be interchangeable for qualified high school students, based on their needs.

K. That high school students have precedence in this flexible program over the adult students.

L. That the barriers of Sex be removed for qualified students. The realities indicate that we need male nurses and female technicians. There are more job openings in food service industry for men than for women.

CURRICULUM PLANNING

Summary of Vocational Curriculum Problems in Berkeley

We now have outdated curriculum offerings which are geared to the traditional vocational programs of 1917 and the 30's. There is inadequate use and expansion of the new programs geared to the present.

Vocational educators are unanimous that it has been difficult to get enthusiasm, support and cooperation for the development of new and/or revised curriculum offerings in their departments.

Community involvement in curriculum development has been sporadic in years past. As a consequence, the vocational program does not reflect present and anticipated needs and there is a shortage of students who are trained for the quality and quantity of jobs available today.

Educators are not entirely blameless for this situation: their vocational product has slipped. High school curriculum in recent years has focused on college preparation, and there is increasing competition between departments for the elective time available to students. Vocational education departments have become isolated from the mainstream of education.

There have been realistic Barriers developed which result in limited use and interest in the program.

The committee has made an attempt to analyze some of these: lack of understanding of the potentials and needs, creating a loss of prestige and low status for the program; the placement policies which place students in vocational programs as a "second-best" program for the low academic achiever; the rigidity and inflexibility of departmentalization, scheduling, state requirements, and limited use of the school day. Our recommendations for general policy changes and specific procedural recommendations are enabling, to open the door to improved and expanded curriculum offerings in all departments.

It must be emphasized, however, that the committee is aware and knows that Berkeley educators are aware, that the above-mentioned Barriers cannot be overcome overnight. Even the most expensive, well-planned career explorations and training programs will not produce significant interest and enrollment immediately. It will take time, and there must be time allowed, for counselors, students, and their parents to eliminate the traditional attitudes that vocational training is for "others" and is limiting; to develop supportive exploratory elementary and secondary curriculum; to help students make proper career training choices; to develop a Public Relations approach; and adjust program facilities at all levels.

GENERAL CONCLUSION

During this study there have been several fundamental opinions which have emerged and are important to the development of vocational curriculum. There must be active orientation and exploration prior to high school via school and community resources.

There must be space (physical, time) in a comprehensive high school program to allow for a meaningful training program in vocational-technical education.

Local educators must reevaluate their policy of pushing career exploration and training up to the junior college and/or 4-year college level on the assumption that everyone can and will continue their education.

Technical job needs are real and recognized; few of these fall into the "terminal" education categories, but the basic technical skills can be taught in the secondary schools.

Terminality at the high school level must be faced realistically, and the student who will terminate and not go on to higher education must have the advantage of all the combined efforts of school and community agencies.

There must be more special programs designed for immediate employability, better counseling, tutoring, work study and supervised job training.

Follow-up of graduates has been difficult--but it is necessary for evaluation of the school program. The door for further education must stand open, and adult and secondary curriculum must be coordinated and occasionally interchangeable.

The educational and practical values of the vocational program must not be overlooked for all kinds of students. The problem-solving approach to learning is important to stimulate and motivate a student, and is just as beneficial as the subjective values of interpersonal relationships and the study of history. Vocational training cannot be separated from other kinds of education, and there must be more interdisciplinary cooperation in program development.

Students should have reasonable assurance that the skills learned in training classes will be of personal value and/or be marketable.

Over the years, there will be ever-increasing changes in the local and national employment opportunities. Education must keep pace with these ever-changing work training needs of the students and society.

Much needs to be done, but it is impossible for the vocational administrators and teachers to move alone, without the solid help of the School Board, administration, the community, and other educators.

CONCLUSION

The Immediate Problem in Curriculum Development for Career Exploration and Training is: To meet the urgent needs of the poorly prepared student on an emergency basis with useful short-term terminal vocational training; the long-range problem is to meet the needs of the unidentified talented students who will be our future technologists on the moon.

RECOMMENDATIONS FOR CURRICULUM DEVELOPMENT

1. We recommend that there must be a continuing professional and lay evaluation and challenge of the entire curricula to determine if the image and operation of our school system conforms to reality and the needs of the present and the future.
    a. We recognize that curriculum development and implementation is the responsibility of school professionals. Program must be articulated and coordinated with other disciplines so that a balance exists in the comprehensive school.

We therefore recommend a Staff Curriculum Evaluation and Development Team to determine the balance and operation of a Career Exploration and Training Program in Berkeley schools.

b. That the schools enlist the help of a committee or panel composed of representatives of labor, business, industry, local government, and parents to serve in advisory capacities to study, develop and expand the Career Exploration and Training Program of the Berkeley Schools with subcommittees to specialize in various aspects. This Committee and its subcommittees should advise on curriculum development and work experience programs, and serve as group counselors in career exploration and evaluation.

2. We recommend the following Guidelines for Curriculum Evaluation and Development:

   a. A scientific and statistical evaluation to determine if the performance of our students is consistent with the expectation for them. Are these the same students for whom our school program was developed? Method and technique must be determined by professionals, but should include comparisons and extrapolations from evidence.

   b. A study of plans of other institutions in the state and nation, and especially of those in the immediate area. (Examples: Peralta Junior College, Skills Center, State Colleges, University, preparatory schools, Alameda County Schools, area vocational schools)

   c. The availability of related courses to complement vocational and technical education within secondary schools, and at the pre-secondary and post-secondary levels.

   d. The patterns of occupational choice within the student body, evaluative ways and means to help students determine their career goals.

   e. The dropout pattern of our schools. Who drops out; what reasons do they give; what are the real reasons; what happens to them? This study should include Berkeley students who are among the 73% who drop out of the University, state colleges, and junior colleges before graduation. At present, there is no dropout study of Berkeley students.

   f. The occupational education needs in the area to fulfill labor requirements and projections, and the educational requirements for employees to fill these needs. (State Employment Agency)

   g. The response of area industry, business, labor, government to the performance of Berkeley schools' graduates. The response of these for the need for cooperation in developing occupational curriculum. We suggest a questionnaire.

   h. The attitudes of faculty, counselors and administration regarding vocational education. Workshops such as Intergroup Project may be necessary.

   i. The financial sources available and necessary to maintain and develop and expand vocational curriculum. In the opinion of this committee, financing of expanded programs is within realm of reason without hardship to the District, due to federal, state and private financing which is available for curriculum expansion and operation.

j. The housing, equipment, and personnel necessary for Flexible Scheduling and Curriculum, and expansion of career exploration and training program.

It is anticipated that the results of continuing study will lead to the elimination of obsolete curriculum, better student participation, the expansion of applied skills and the development of flexible contemporary curriculum offerings that will fulfill the expectations of the students and do the job for them and our society.

3. Using the guidelines for Curriculum Development spelled out above, we recommend that there be immediate study of proposed courses of study designed by Berkeley vocational educators to meet the current crises of urbanization and unemployment in the Berkeley area. Based on study of this committee, it appears that the proposed curriculum changes are appropriate to upgrade the vocational departments, and we recommend their adoption wherever possible:

   a. For All Departments: More offerings in the service occupation fields which lead directly to a "marketable skill", and require varying degrees of prior preparation and training. (These are courses designed to meet immediate employment crises and must be flexible.)

      1) Industrial Education: Such courses as Appliance and Equipment Repair and Maintenance, Cleaning and Dyeing Plant Operation, Furniture Refinishing and Upholstery, Building Maintenance, Service Station Operation and Management.

      2) Homemaking Fields: The expansion of Food Service Program (food handling and preparation); Para-medical expansion to include Nurses and Diet Aide program; Teacher Aide, Preschool with Nursery School experience; Merchandising; Hair Styling and Setting; Sewing for commercial outlets.

      3) In Business Education: The expansion of machine programs, such as Key Punch and other techniques leading in a sequence to computer programming and data processing.

      4) In all three Vocational Departments: a) The development of techniques and skills related to the development, maintenance and operation of small business, b) Special services, such as transportation specialists, law enforcement, van and storage practices.

   b. The Expansion of Technical Courses such as electronics and automotive mechanics, and the development of completely new courses in the technological fields. These courses may offer terminal education or lead directly to coordinated post-secondary courses of study.

   c. The Expansion of Exploratory Courses which cut across academic-technical disciplines, and which demonstrate new techniques and offer a look at new career opportunities. Examples: the radio announcers course, which brings electronics and drama together; the pre-engineering survey course.

   d. The Deletion or Modification of Programs where new techniques are supplanting old.

4. What Else Is Under Consideration to Upgrade the Present Program?

   At the present time the Berkeley schools are participating in a two year area-wide study of vocational program. There is a large scale, six-district investigation of the feasibility of developing cooperative area vocational centers, or dispersing expensive vocational program amongst schools in the District. For example, one Oakland school may have all the equipment for aircraft; another area school may become an electronics center; students would be bused from their comprehensive high schools for part of each day. Even if the results of this study are negative as far as Berkeley participation, the findings will be helpful to develop Berkeley curriculum to match area labor needs.

At the present time, it is the committee's opinion that this cooperative area vocational venture has merit, and we recommend that it be referred to professional and lay committees for further study. We can see that there is financial advantage to all schools in the area to disperse expensive technical vocational training programs. There is the advantage of combining talent and broadening the base for a Public Relations approach necessary to develop community awareness of educational and employment opportunities.

On the other hand, the problems facing the Berkeley vocational program are real and must be solved as quickly as possible within the possibilities which now exist in the School District. Of particular importance is the development of curriculum in Berkeley schools which will coordinate with the program in the new Berkeley campus of the Peralta Junior College. We see as a possible major disadvantage to area vocational centers the further separation of the technical-vocational student and program from the comprehensive high school. If new curriculum is developed along inter-departmental lines in the comprehensive schools, the separation of skill training will necessitate duplication of mathematics and scientific courses of study--much as exists now.

CONCLUSION

This committee believes that our recommendations to make Berkeley's educational program more immediately useful is within the realm and authority of the Board of *Education and school administration.*

It is our optimistic belief that these recommended changes will have far-reaching potentials for individuals in our changing technologic society in terms of both personal use and social values.

Our schools can supply the tools with which man can operate freely and productively in a society of his own shaping. He need not be the victim of technology if he can cope with change.

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COMMITTEE I - INSTRUCTIONAL PROGRAM

REPORT ON SCHOOL LIBRARIES AND INSTRUCTIONAL MATERIALS

A. INTRODUCTION

In education as elsewhere, pressures from within as well as without have promoted change. While change seems to take place more slowly in education than anywhere else, more is at stake here than perhaps in any other sector of our society.

Among the many forces influencing education, the rise of educational technology and new theories of instruction seem to be more profound, more far-reaching and revolutionary as far as current practices go than many recent changes of the past two or three decades. Much of the previous change has had to do with the stuff of curriculum or content. Subject matter has been improved by more sensible approaches to vast amounts of knowledge to be learned and to learning itself. More attention is being paid to how well pupils learn a subject.

Partly as a result of the population explosion, the effective use of teacher time must be examined realistically. More good teachers are needed but until school districts can afford, or indeed, the supply of good teachers equals the demand, alternatives must be sought to constantly improve instruction and teachers themselves. Concern over the alarming dropout rate in high school and in college as well as the requirements for getting and holding jobs in a rapidly changing world of work have stimulated educators to examine attitudes towards the learner in terms of how effective is the teaching-learning process for the student who is not achieving in the traditional setting or is unable to learn on his own.

The basic challenge today is to provide a learning environment so that each individual develops to his fullest potential: to enable each learner to function effectively as a citizen, and to encourage personal and social growth by means of continuing self-education.

It is in this context that we must examine the impact of two distinct but interrelated trends in education yet to be fully felt in Berkeley's schools.

The first is the changing nature of the teaching-learning process. The second is the revolution in the "hardware" and "software" that have developed in the past decade.

Nearly every new instructional approach, almost every curricular change or innovation, depends primarily on effective utilization of teaching materials for its potential success.

Philosophically, educators now believe that instruction must be individualized, that is, each child must be seen as a unique personality with different learning styles, rates, interests and needs. Furthermore, educators now believe that learners may assume a greater responsibility for their own progress than has hitherto been believed or practiced.

Knowledge is doubling every ten years; new subjects are being added. No matter how good the textbook, how well prepared the lecture, they are limited in promoting individualization or, indeed, responsibility for self-education. The self-generalizing or actualizing behaviors are linked to the recognition and encouragement of the individual pupil's interests and needs and is not a by-product of acquired knowledge.

Consequently, new ways and means must be found to utilize the teacher in guiding pupil

learning. New ways and means must be found in maximizing the opportunities for each pupil to proceed according to his own rate, interests and needs.

Many new patterns of instruction have emerged at the elementary and secondary level to improve the instructional program. The ungraded elementary school; more flexible grouping within and between classes; large, small group instruction and independent study at the secondary level are the principal means by which more effective use of teacher time and individualization might be achieved. Some of these approaches are being tried in our schools.

Simultaneous with these emerging patterns, is the development and more effective use of instructional materials to meet the individual needs of the learner. Special materials to meet the needs of the slow learner are introduced and improved means of communication or imparting information appropriate to the setting are utilized.

A vast new field, educational technology has opened new vistas in teaching. New principles and some old ones are reshaping how subject matter may be taught. Programed instruction, extensively used by the Air Force, may provide effective means by which pupils may progress in learning tasks at their own rate and on their own. Hundreds of programs are now available for machine teaching or in textbook form. Like its industrial and business counterpart, education is becoming "systems" oriented with the teacher, media of instruction and the learner as elements in a dynamic process. The roles of each element change according to the requirements of the situation. "Cross-media" and "systems" approach are new terms designating effective teacher use of instructional materials. Large group instruction is facilitated by means of the 16mm film, the overhead projector, filmstrips and slides. Pupils view or listen to foreign language instruction on closed circuit television or tape and record players in small groups or individually in the classroom or in other facilities. Instructional television and the computer have entered the classroom.

Dial-access information retrieval systems enable students to "dial" programs from computer banks. Individualized instruction and independent learning are promoted by storage of programs on discs, video and magnetic tape and made available to pupils via dial-access systems. Special library carrels equipped with jacks and/or television receivers for study, enable pupils of all ages to receive messages from any medium without distraction. Listening and viewing facilities are regular features of the modern school library facilitate pupil use of records, tapes, 8mm films and filmstrips.

The production of instructional materials, including live or taped closed circuit television programs, the evaluation and acquisition of new instructional materials and provision for making instructional materials easily accessible to teachers and pupils has become a major school function. Special facilities for the use as well as storage of equipment must be provided. Teachers must be trained in the proper use of all types of equipment and materials. Facilities, equipment and staff must be provided for centers where instructional materials will be acquired, organized and made available for pupil and teacher use.

New patterns of administration and responsibilities for instructional materials have emerged in recent years. A trend towards decentralization of instructional materials services has created new roles for the school library and the librarian.

In her familiar role, the school librarian promotes reading skills and interests through such activities as story-telling and book talks to children. She guides children's reading by providing well selected materials appropriate to their needs and interests. Her enthusiasm for books promotes love of reading and life-long learning. The school library has become an instructional materials center, or resource center.

The school library is a setting in which pupils learn how to learn. By providing a wide range of reading materials, single concept 8mm films, filmstrips, records, tapes, slides, pictures, the library is an excellent means of providing for individual differences; the slow learner finds books and other materials which he can listen to, read or view; the gifted pupil finds materials which challenge the limits of his abilities, stimulate his imagination and further his curiosity. The new school library or instructional materials center helps pupils and teachers keep up with the rapidly changing world. The library's constant inflow of new materials, its up-to-date guides and indexes and skilled librarian to help pupils become familiar with finding information, enables pupils to extend their learning experiences beyond the classroom for self education and personal development.

At the district level, inservice programs for utilization of materials are provided.

B. THE NEEDS

Berkeley has made some progress with the newer media. Language laboratories, overhead projectors, listening centers, films, filmstrips and slides are being utilized at the elementary and secondary level. A long-range program of library improvement has resulted in the replacement or remodeling of many but not all of its school libraries. With the exception of one or two new libraries, most of the libraries are either too small or lack necessary features such as conference rooms, reading, listening and viewing facilities for independent study as recommended by the standards of the American Library Association. Two elementary libraries are still housed in cafeterias. Although the district has adopted the instructional materials center concept, most of our libraries still provide only printed materials. The recent tax election has enabled the district to make much progress towards the standards. Every school has at least one full-time librarian. Berkeley High School with an enrollment of over 3,000 pupils has two librarians. All secondary schools and only two of fourteen elementary schools have at least one clerk for filing, typing, charging books in and out and other clerical routines.

The same tax election provided additional funds for the purchase of library books. The budget for books has increased by nearly 40% at the secondary level. Yet the per pupil expenditure is still less than the cost of a new book.

Although few districts have made such progress as Berkeley in such a short time, especially in the area of personnel, there is still a long way to go. Many of the collections are substandard both quantitatively and qualitatively. The current standards call for ten books per child. Although the district average is around seven, many schools, especially in West Berkeley, lack sufficient numbers of well-selected books to meet the needs of pupils experiencing difficulty in reading. Although federal funds are being used to supplement the regular budget for library books, a greater effort is needed to replace many obsolete and useless books, balance the inevitable losses each year and ultimately reduce the gap between the number of books on hand and the recommended number within a reasonable time. In addition, funds must be provided for the purchase of audio-visual materials.

With one librarian in every elementary school regardless of size, services are unequal. In the larger schools, especially in West Berkeley, the librarian is unable to provide the needed reading guidance and instruction in library skills, and other services to all pupils and teachers. In the secondary schools where the ratio of librarians to pupils is even larger than at the elementary level, only some assistance to pupils is available. Little time if any is available to work with teachers in curriculum and utilization of materials.

More teachers at the elementary level than at the secondary level make some use of the library if for no other reason than developing reading skills and interests. However, at the secondary level instruction is still geared to the textbook or limited to a specific reading assignment in a limited number of books.

Little if any wide reading or research is promoted and book reports are limited to lists that have long ceased to reflect interests or tastes in reading of the adolescent of today.

Although there are many opportunities to involve librarians as materials specialists in planning new courses of study, or innovations in the classroom especially at the department level, few librarians have been involved in this vital area. Consequently, collections cannot reflect the changing programs or needs of pupils until after the fact.

Thus many pupils are forced to use other libraries especially the Public Library or even the neighboring college libraries simply because the librarian was not informed in time if at all.

This problem is in part due to the size of the secondary school, the inadequate library staff and the traditionalism that still dominates much of the instructional program at the secondary level.

Although the district has acquired much audio-visual equipment including overhead projectors, record players, tape recorders, television sets, projectors for film and filmstrips, much of this equipment is not used often or effectively by teachers since materials are not plentiful or easily accessible. Some of this equipment is now obsolete or in bad repair. Although there are A-V coordinators at each secondary school largely responsible for the equipment, departments acquire materials for use within their departments. Consequently, duplication often occurs and much of this material is used very little even among teachers within the department since there is limited administrative responsibility for them.

At the district level the Instructional Materials Center is inadequately equipped, housed or staffed to meet the needs of an effective instructional materials program. The collections of films, filmstrips, records, etc., are not up-to-date. There are no facilities for previewing of films or listening booths. The district contracts with KQED for some educational television but has no facilities or staff let alone equipment for its own program production and distribution. Although the catalog of instructional materials is computerized, it is not integrated with other instructional materials such as library or text books.

Although librarians are responsible for the selection of library materials and welcome recommendations from classroom teachers, few teachers are involved in the evaluation of instructional materials. While there are policies governing selection, there are no district procedures for the evaluation and acquisition of instructional materials that involve all teachers as a part of their regular duties. Nor is there a continuous inservice program for teachers to improve skills in utilizing equipment and materials.

The Library Center is the Headquarters for ordering, cataloging and processing of instructional materials for Berkeley's libraries. The Center catalogs and processes books for use for the elementary schools only. Centralized cataloging and processing of materials ordered by the schools results in the saving of much professional and clerical time freeing librarians for more direct contact with pupils and teachers. At the present time the secondary schools continue to catalog and process their own books. With the advent of federal funds and increased budget for books and audio-visual materials, the time-consuming task has in effect further reduced the amount of time of the already overburdened librarian for services to pupils and teachers.

C. SUMMARY

Berkeley has made much progress towards improving the quality of teaching by provision of equipment, materials and its progress towards the American Library Association's standards for school libraries.

Although teachers use much of this equipment in connection with classroom teaching, a district philosophy of effective utilization of instructional materials and equipment, implemented by an inservice education program is vital to the improvement of the instructional program and should be provided.

The trend towards decentralization of instructional materials in each school as part of the school library is to be commended. However, real progress in this direction depends upon proper financial support for professional and clerical staff, not for materials or equipment alone.

The trend towards individualized instruction and independent study, especially at the secondary level, will require larger and better equipped and staffed libraries. More effective utilization of audio-visual equipment requires greater accessibility to well-selected and adequate collections of instructional materials in each school.

The development of school libraries as learning and resource centers is therefore essential to the improvement of the instructional program.

D. SPECIFIC RECOMMENDATIONS

1. Television
   a. District - Facilities and equipment for the production, transmittal and storage facilities for closed circuit television and qualified personnel for programing, broadcasting and maintenance of electronic equipment should be provided. A video tape library should be developed.
   b. Schools - There should be capacity to receive, record and distribute open and closed circuit television programing in each teaching station.
2. Language Laboratories
   a. District - Facilities and equipment for magnetic tape production and reproduction as well as a master magnetic tape library should be provided.
   b. Schools - Depending on size, each school should have at least one console-type Language Laboratory.
3. Programed Instruction
   a. District - Facilities, equipment and staff to develop programed materials should be provided.
   b. Schools - Materials and equipment for programs suitable for instructional purposes, as determined by teacher evaluation, should be provided.
4. Instructional Materials Centers
   a. District - The following should be available:
      1) Facilities, equipment and staff for the production of instructional materials including tapes, filmstrips, transparencies.
      2) A library for audio-visual materials whose frequency of use, cost or whose nature requires special handling or storage.
      3) Maintenance facilities for the repair of equipment.

4) Facilities for the examination and evaluation of materials.
5) Facilities, staff, equipment for the cataloging, classification, distribution of instructional materials for elementary and secondary school libraries.

b. Schools - The following should be available:

1) Instructional materials centers for each school which meet the quantitative and qualitative standards for program, reading, viewing and listening facilities, materials, equipment and professional and clerical staff as recommended by the American Library Association and the Department of Audio-Visual Instruction of the National Education Association.
2) Sufficient audio-visual equipment in each classroom, including screens, to meet the instructional needs of the program as recommended by the DAVI standards.

5. Computer

a. District - Inventory, cataloging and bibliographic applications should be provided. Information retrieval such as dial-access systems should be studied.
b. Schools - Adaptation of the above where feasible.

6. Inservice Education - A continuous inservice program for teachers to develop competencies in the proper use of audio-visual equipment, selection and utilization of instructional materials should be established.

7. Curriculum Development - Appropriate instructional materials should be an integral part of every new course of study or units developed by the district.

8. Instructional Materials Selection - District-wide policies, procedures involving teachers, librarians, curriculum specialists and other personnel should be adopted.

COMMITTEE I - INSTRUCTIONAL PROGRAM

REPORT ON ELEMENTARY STRUCTURE

The various systems of organization for the elementary schools that have been long in use and are currently being tried, all claim to develop the greatest potential of every child, yet many children are not being adequately educated. Awareness of the problem of minimal performance is obscured from the parents by a grading and promotional system which is geared to the old I.Q. philosophy, e.g., the child who reads at a third grade level, although he is in the fifth grade, takes a "satisfactory" report card to his parents if his teacher concludes that he is performing "as well as his ability permits." The fact that he has not learned what he was supposed to have learned is covered up by a policy of "social promotion". When the students reach the seventh grade, the cumulative deficit is so great that these students are seriously handicapped.

The Berkeley District is currently trying different programs in an attempt to solve this problem, many of which involve a "non-graded" concept. There are many and varied ideas about what is a "non-graded" learning situation. None of these enjoys consensus among theoreticians or practitioners. The single thread that runs through them, and is the one thing with which the committee is in accord, is that they all remove the frustrating rigidity of the "lock step" structure imposed by a system of "grade levels".

It is overwhelmingly clear that today's world demands advanced development of everyone's intellectual skills as well as human relations skills. It is now becoming clear that a melding of these two dimensions is truly quality education. It is in fact imperative for the survival of our democracy.

Two aspects of our experiences with public education in the U.S.A. dramatically reinforce the concept of melding these two dimensions. One is the fact that as we discover more about the learning process we find that the interactions of a group is a potent educational tool in itself. The collective experience determines the limits of the child's educational world. The second is that as a result of the gross deficit accumulated by a system of segregated education we have had to declare at the national, state, and local level the legal, moral and educational necessity for integrating our school system.

We have two currents in our school system already going for us toward these ends. One lies in the non-graded approach and provides the individualization of instruction necessary for the development of each child's separate intellectual skills and talents. The other lies in the self-contained classroom and provides the social experience necessary to develop a group culture and social skills. We believe that the most effective learning takes place where these two currents are consciously brought into an intimate relation.

RECOMMENDATIONS

1. That the organizational structure of whole schools, classrooms and large groups of students assigned to teams of teachers should reflect the complete spectrum of the community, i.e., be heterogeneous in all respects. Any exceptions to this are discussed in the report prepared by Committee II. We concur with the trend that diminishes the separation of groups of students into special categories and that integrates them, with preparation, into the mainstream of the school.

2. That grouping within "base" rooms reflect dimensions other than rate of learning. As a matter of policy the schools must recognize that ability changes and is affected both positively and negatively by the dynamics of the groups within which the children learn--the measure of successful teaching includes besides rate of learning, level of perceptual skills, style of learning, concept development and emotional maturity. Suggested groupings within class rooms or base rooms:

   a. Team grouping where students

      1) Work on a skill together;
      2) Curious about the same information, seek it together;
      3) Share the same hobby work on a project together.

   b. Tutorial groupings where students knowing a technique, help another who does not.

3. That the role which permanent records and standardized testing play in student placement be reviewed. Records, tests and diagnositc measurements should be used to find out what the student has learned, how he performs and what remains for him and the school to do.

4. That there be lower pupil-teacher ratios, use of teaching teams and use of para-professionals.

5. That District-initiated research should include a comparative evaluation of the various arrangements in Berkeley and in other parts of the country and the world for the purpose of structuring our own unique elementary school organization in Berkeley.

COMMITTEE I - INSTRUCTIONAL PROGRAM

REPORT ON TRACKING

The most volatile subject to come before our subcommittee on school organization is that of tracking. On this issue we have experienced a concern similar to that which has been expressed by many members of the community.

Through discussion and individual investigation, we have attempted to relate the phenomenon of tracking to our goals for the kind of education we want for our children. We have examined results of the current tracking practice and have considered some alternatives to tracking. This report presents a summary of our findings and gives some recommendations.

SOME DEFINITIONS

1. Homogeneous Grouping. The children are grouped together on the basis of some characteristic which they have in common. For example, it is customary to group together children having approximately the same age. Then they are said to be grouped homogeneously with respect to age. In the case of tracking the children are grouped homogeneously with respect to "academic ability" or "achievement."

2. Heterogeneous Grouping. The children are intentionally grouped so as to provide diversity with respect to some characteristic. For example, we would group children of all ages together if we wanted a class that was heterogeneous with respect to age. Other characteristics such as ability, achievement, culture, etc., also can be used as the basis of heterogeneous grouping.

3. Ability. When used in the phrase "ability grouping," the word "ability" refers to academic ability; i.e., the ability to learn academic subjects, such as English, mathematics, science and foreign languages. The academic ability of a given student will often be quite different for each one of these subjects. Thus, a student may be very good at math, but poor at English. Other abilities such as the ability to work well with people, creative abilities, manual abilities, etc., are not generally considered.

4. Achievement. This term refers to what a person has learned in the past; i.e., to what he has "achieved" academically. The academic achievement of a student serves as the base upon which his future learning is built, and may also be used to help in predicting his future educational success.

It is generally assumed that the intrinsic academic ability of a given student can be determined by I.Q. tests, and that his academic achievement can be determined by examining his past record, talking to his teachers, and by testing his mastery of relevant skills and concepts. In practice it is not so easy to separate the two characteristics, ability and achievement. A student's performance on an I.Q. test designed to measure his intrinsic academic ability is strongly influenced by his past experience at home and in elementary school, and especially by his achievement in the use of language. His performance is also strongly influenced by his motivation and attitude, which serve to determine how hard he tries on the tests. It has been repeatedly demonstrated that I.Q. test scores for a given child can show a dramatic upward jump of 15 to 20 points upon improvement of circumstances and motivation. This shows that intrinsic ability cannot be isolated from achievement and other factors.

THE RATIONALE OF TRACKING

The average class size in most secondary schools in the U. S. is from 25 to 35 students. The teacher has the responsibility of teaching his class a certain amount of material for the year. The teaching method commonly used for many years is such that the teacher uses a major fraction of his time in teaching the class as a whole, giving all students roughly the same assignments and the same classroom material. In that case his most effective approach is to present the material at a rate and with an intellectual sophistication suitable to those students whose skills and academic abilities are in the middle of the range of abilities present in the class. If this range is very great, then the children in the lower part of the range have to struggle to keep up as well as they can, while the ones in the upper part of the range are often bored with the unchallenging material. Clearly, if the students are divided so as to have (for example) the most able students in one group, those of average ability in another group, and the slower students in a third group, the teacher can teach each of these three classes separately and come closer to meeting the needs of all the students in each class. He can adjust the material to suit the average of each tracked class so that now he can aim at an average high student, an average middle student and an average low student. The material is intended to challenge each group of students at a level at which they are capable of responding.

That is the theory of tracking. How does it work in practice?

DESCRIPTION OF TRACKING IN BERKELEY SECONDARY SCHOOLS

The current practice in Berkeley junior and senior high schools is to form four broad groups (called tracks) which are homogeneous with respect to a rather loosely defined combination of academic ability and achievement in the given subject. At the beginning of the 7th grade the students are placed in tracks by the counselor on the basis of the 6th grade teacher's recommendation and with the help of standardized tests (the Stanford Achievement Test and the Lorge-Thorndike Intelligence Test). After the first grading period there is considerable reassigning of the students to tracks. In fact all through a student's school career he may have his track assignment changed if there is evidence that he is misplaced.

In the junior high schools English, history, science and mathematics are tracked into four tracks. (In addition, classes in art, music, and foreign languages are divided, although along slightly different lines.) At West Campus, history and English are tracked into four tracks. Science and math are tracked somewhat differently. At Berkeley High School, English and social studies have been tracked into four tracks. The social studies department is experimenting with other arrangements.

A detailed breakdown of the composition of the tracks is given in the Appendix. Here is a qualitative summary of the 10th and 11th grade tracks in English: The top track is college preparatory and has about 35% of all of the students. Its racial composition is overwhelmingly Caucasian and Oriental. Track 2 spans the middle of the range of abilities and is also college preparatory. It contains about 40% of all the students. Its racial composition is about that of the whole student body; i.e., about 50% Caucasian, 40% Negro, and 10% Oriental. Track 3 is not college preparatory. It consists of students working considerably behind grade level and contains about 20% of the students. Its composition is 75% Negro. Track 4 contains pupils deemed incapable of participating in track 3 classes. It has about 5% of the school population and is overwhelmingly Negro.

More precise breakdowns are given in the Appendix. You will notice that they are qualitatively similar in breakdown to English in Berkeley High School as discussed above.

SOME UNINTENDED RESULTS OF THE TRACKING SYSTEM

1. De Facto Racial Segregation. The most obvious unintended result of the tracking system in Berkeley is that it produces de facto segregated classrooms within our integrated secondary schools. Racial stereotyping, social circumstances and differences in educational background result in the top track being populated almost exclusively by Caucasians and Orientals and the bottom tracks almost exclusively by Negroes. We believe this is detrimental to all the students, and constitutes a violation of our moral, educational and legal commitment to integrated schools.

2. Intellectual Isolation. The main idea behind tracking is the separation of the students according to intellectual or academic ability, so that the teacher can teach the separated groups more efficiently and so that the students can be appropriately stimulated by each other and by the teacher. Unfortunately, in addition to the benefits of this structure in some instances, there are some unintended bad effects which result from such a separation. According to the recent (1966) Federal study described in the Coleman Report, "Equality of Educational Opportunity," the factors found to correlate most strongly with high scholastic achievement are the quality of educational background and the level of educational aspirations of one's classmates.* It follows from this empirical result that a large part of the theory lying at the base of the tracking system must be wrong. According to this theory, the best way to teach the slow students is to put them all together and (to put it simply) talk slowly to them. According to the Coleman Report and according to experiences in Berkeley and elsewhere, it doesn't work that way in practice. A student's classmates play a very important role in determining his intellectual progress.

That this should be so makes a great deal of sense, since one of the causes of low achievement is lack of motivation and aspiration. It is unreasonable to expect a low-achieving student to pick up more favorable attitudes if his classroom contacts are limited to other students with low motivation and aspirations.

3. Cultural and Economic Isolation. It is well established that a child's performance in school (and on tests) is correlated to his cultural background and to the income level of his family. Generally speaking, middle and upper income families have parents whose educational level is higher than the parents of lower income families. The educational background of the parents affects the achievement and attitudes of the children. The attitude with which a child approaches an I.Q. or aptitude test varies a great deal with his cultural background. Furthermore, the tests themselves take for granted a certain cultural background. As a result of these factors, the students who do well on the tests and who do well in school--and are consequently tracked together--tend to be from similar backgrounds. The same is true of those who do poorly. Thus, the tracked classes tend to be homogeneous with respect to cultural and economic factors as well as intellectual factors.

We feel that our society suffers greatly by virtue of its being separated into isolated economic and cultural subcommunities. We also believe that tracking tends to perpetuate this separation and isolation. Effectively (although unintentionally) it is as though the youngsters from a particular subcommunity were fed into particular tracks which later feed them back into the same subcommunity. Instead of the school's tending to unite the diverse elements of our society, it thus serves instead to solidify and perpetuate the separation and isolation. A Berkeley High student put it this way: "I think it should be emphasized that tracking tracks the community. If you want revolutionary social change, then you have to start with the preparation which society prepares for itself."

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* See Coleman Report, pages 22, 183, 201, 302, 307.

This committee feels that the diversity found in the Berkeley community is an educational asset, and that separation and isolation of diverse groups in the community is harmful to the white majority as well as to the Negro minority. Our country is in the midst of a profound social revolution. Our children will have a better understanding of their country, their community, and themselves if they learn to feel at home with the broad spectrum of individuals and backgrounds we find within our own city. Many adults feel uncomfortable in the presence of individuals who do not share their skin color or cultural heritage. This uneasiness of the adults is to a large extent a result of the fact that their contacts as children were limited to like-minded and like-looking people. We do not want our children to suffer from this incapacity to understand and communicate with people different from themselves.

4. Lowering of Aspirations. Another effect of the tracking system results from the fact that status (high or low) is attached to an individual on the basis of the track he is placed in. The worst aspect of this is that a child in the lower track may suffer a crushing blow to his self-esteem by being labeled "lower track." His aspirations may also fall because not much is expected of him. He performs as a track 3 or 4 partly because of the fact he has been told that that is what is expected of him, whereas he is often capable of much more. The process is cumulative and nearly irreversible. A "late bloomer" is not prepared to go on later, should his aspirations rise as he matures. His limited and watered-down course work and the fact that he has been promoted before he was ready nearly guarantees that high school will be the end of the educational road for him. To give him a reasonable chance for success in post high school training, even in junior college or in trade school, requires such a tremendous repair job on his education that few young people caught in this dead end street are able to break out of it, even if their goals rise later on. The school district and the teachers do not intend that this should be the case, but it is an example of how the tracking system compounds the student's other educational handicaps.

5. Stereotyping of Students. We expect teachers to be sensitive to the individual needs of our children and to teach them in such a way that these individual needs are met and individual talents developed. We feel that it is more difficult for a teacher to accomplish this aim when each child is remanded to him as part of a tracking group which is presumed to have many characteristics in common, characteristics which may or may not hold for a particular child. It is difficult for a teacher to retain his sensitivity to the individuality of a child if someone has already classified the child as part of a group. It is a temptation for the teacher to assume that the child's individual needs are being sufficiently met by the grouping practice itself, thereby relieving the teacher of further responsibility for adapting his teaching to the individual child.

FIRST CONCLUSION

We conclude that the structural device of tracking inhibits the realization of the educational goals that we seek for all children in the Berkeley community.

SOME ALTERNATIVES TO HOMOGENEOUS TRACKING

The following part of our report will indicate our ideas as to the directions the community might follow in looking for alternatives to tracking. We make no attempt to recommend exactly which solution (or solutions) should be finally adopted. The detailed working out of plans and the decision as to the actual course of action are, of course, the prerogatives and responsibility of the professional teaching staff and administration and of the Board of Education.

We now ask: What methods or structures may replace the present system of homogeneous tracking? We wish to eliminate the above-mentioned deleterious effects of homogeneous tracking, and yet obtain the intended advantages of that system.

Many of the undesirable results of homogeneous tracking can be ameliorated by grouping the students heterogeneously with respect to the factors of race, academic ability, and cultural and economic background. This would end the de facto segregation still present in the classrooms. It would provide the basis to end the intellectual and cultural isolation and provide the slower student with the stimulation of his brighter peers. It would eliminate the blow to self-esteem coming from placement in the lowest track. The teacher would be able to assess his individual students without their having been previously stereotyped.

The crucial question is this: How can we teach heterogeneous groups while still maintaining or raising our educational standards and meeting the individual needs of the students? In searching for answers to this question it is clear that we must look for methods that depart from the traditional pattern of teaching the class as a whole. Otherwise, we would revert to the situation which originally motivated tracking. Thus, we are looking for teaching techniques that allow the teacher to meet the needs of individuals and small groups within the larger classroom. These methods must include flexibility with respect to size and composition of groups and must include the use of a broad range and variety of books and materials. Such teaching methods already exist and are in use elsewhere and to some extent in the Berkeley schools. They are the methods (to be described below) of team teaching, individualized instruction, independent learning, etc. These methods do not confine themselves to teaching a class as a unit. They come much closer to providing for the needs of individual students than can the traditional methods. They therefore seem ideally suited to our present purpose.

Let us now examine some of these newer teaching methods and structural devices:

1. Team Teaching. Traditionally, a teacher has had responsibility for planning completely the course of study for his own class, and has been expected to perform all of the actual teaching of the students. He may have called in outside speakers on special occasions, but by and large he was expected to be equally expert in all aspects of his subject and to teach the whole subject. Correspondingly, the students were always part of the same class and were always taught by the same teacher. Recently the practice of "team teaching" has shown great promise of overcoming many of the limitations of the so-called self-contained classroom.

Briefly, team teaching might be described as the cooperative effort of several teachers (a "team") who plan together how best to pool and make use of their joint resources in meeting the needs of the students assigned to them. They aid each other in planning the curriculum and in evaluating each student's progress. They may decide to divide the curriculum so that each teacher can become more expert in one aspect of the work, as opposed to being a "jack of all trades." This joint planning allows for greater flexibility in the composition and size of the subgroups which are formed to meet specific needs at specific times. Suppose, for example, that a team of three teachers has a total of 100 students assigned to them. During a given hour it may be most reasonable for one of the teachers to conduct a single large class for 80 of the students about some matter that is suitable for most of the students and is amenable to large group instruction; e.g., introductory historical background to the literature of the U. S. colonies, or a film version of some novel being studied. At the same time the other two teachers may be assisting the remaining 20 students either in several small groups or may be assisting individuals with special problems. The important gain is in flexibility. If each of the three teachers had to give this same introductory talk (or show a film) to his own 33 students, the resulting three-fold duplication of work would leave no time left for special help for students with special problems. (We include especially fast students as well as especially slow students in our hypothetical 20 students.) Because of the flexibility attained by pooling resources and avoiding of duplication of effort, the team can achieve more than the three teachers working alone.

It seems to us that the method of team teaching can play an important role in achieving superior instruction while working with heterogeneous groups of children.

2. Individualized Instruction. It is only fairly recently that there has been much recognition of the importance of providing learning experiences adapted to the great range of individual needs, interests and abilities which are to be found in any classroom. A program which succeeds in this endeavor is said to provide "individualized instruction." To elaborate: This does not mean that the students are always taught individually, although at times they might be. Instead it often happens that several students need the same skill work at the same time. For the purposes of learning that particular skill they might be grouped and taught together, for as long as needed. Several days later they might be each working with a different group, or by themselves.

The actual program and means by which it is carried out varies with each teacher and each pupil. Indeed, it is essential that the teacher (or team) have as much freedom as possible to work out his own plans and to devise methods to meet the particular problems of his students. It is essential to success that there be enthusiasm and dedication of the teacher. These attitudes are in turn the natural byproduct of his participation and responsibility in the working out of the methods.

It is not necessary, however, to "start from scratch." Much has already been learned in the rapidly-developing field of individualized instruction, and teachers can be given initial help and training in the use of new techniques.

It cannot be too strongly emphasized that small class size and availability of extra help for the teacher can be of tremendous importance to success.

There must be a large variety of materials available to the teacher (many books, record players, tape recorders, films, art materials, etc.)

There should be a variety of teaching techniques used--lecture, discussion, learning by teaching (described later), etc.

In addition, the pupils are trained to take a great deal of responsibility for their own work. In fact this is one of the valuable byproducts of such a system. One method used to accomplish this is "contract learning," wherein a pupil "contracts" with the teacher to learn certain material in a given time. At the end of that time he reports back to the teacher on his progress.

We now give some specific examples of how a teacher or a team might provide individualized instruction in a heterogeneous classroom. They are not meant to be especially definitive examples; they are merely examples.

The first example might be called "diagnostic grouping." The teacher would break up the larger class in order to regroup the students according to their specific problems. For example, students representing a broad spectrum of ability or achievement might be attacking the same type of reading problem, even though they read at very different levels. We quote (Schools for the 60's, p. 96): "A productive technique, then, is to pull these children together in a group for special instruction on their particular problem--for example, phonetic analysis or some particular comprehensional skill. After a period of intensive instruction, the teacher dissolves this group and sets up a new group based on some other reading problem. This becomes a kind of diagnostic, rather than achievement, grouping."

A second example is "grouping into project subcommittees." The teacher or team may divide the students into subgroups based on common interests or a common project. For example, the teacher and students may set up project committees, each of which is to present a particular area of the subject matter to the rest of the class. Each committee must do its own research, must devise its own illustrative materials (posters, films, etc.), must write its own reports and must present the material in an interesting fashion to the rest of the class. Furthermore, the project committee is responsible not only for presenting the material, but also for making sure that the rest of the students have learned it. Thus they must devise tests and evaluate them.

As a third example we discuss the method of "learning by teaching." Students who have learned certain material teach it to other students who have not learned it. Usually this is done on a one-to-one basis. It is a common experience (and becoming known to educators) that the best way to learn almost anything is to try to explain it to someone else. There is no learning experience to compare with that of the teacher who, in the process of explaining something he thought he understood, finds that he doesn't convince himself. Those are his golden opportunities for attaining new and deeper understanding. In the struggle to express ideas in a way so as to convey them to his student the teacher creates new understanding in his own mind. That is also what happens to the teaching pupil. Fast students may actually learn more if given the opportunity of helping their slower friends than they learn by listening to the teacher. In addition, the learning pupil profits from the individual attention he is getting from the teaching pupil. Students often learn more easily from someone their own age than they do from an older professional teacher. This method can reap great benefits both in the learning of material and in interpersonal relationships.

We should point out that a teacher using individualized instruction may decide that a grouping of students of similar ability or achievement would be the best way of meeting these students' immediate learning needs. Then he would temporarily group them together. (Indeed one of the benefits of a heterogeneous class is that it can serve as the basis of a large variety of subgroups. This is less true for a homogeneous class.)

We point out also that if a student or group of students has special needs, then they should be provided with learning experiences which meet those needs whether they be needs arising from special talents or from special handicaps. However, this does not mean that such students must be physically separated from their classmates for most of the school day. On the contrary, they should experience most of their schooling in the company of a broad spectrum of their peers; i.e., heterogeneous grouping should provide the dominant framework. Other groupings should be used only in response to particular students' needs, rather than as pigeon holes into which students are fit.

3. Independent Learning. It is anticipated that in the near future a significant fraction of each student's day in school will be spent in independent learning. Partly this is due to the increased recognition by educators that some things are best learned by oneself rather than in a group. It is also partly due to the availability of technological aids such as tape recorders, closed circuit TV, film strips and learning programs.

The role of the library is greatly expanded in a school which makes use of the techniques of independent learning. The library becomes a resource center that dispenses films, programs, science kits, measuring devices, tape recorders and tapes, maps and charts, etc., as well as books. In addition the library is equipped with "carrels" (individual nooks) where the student can tune in on closed-circuit TV, listen to tapes or watch film strips without interrupting others or being interrupted.

A great advantage of the techniques of independent learning is that they allow each student to go at his own speed. They also prepare the student for a life of self-education after his formal schooling is finished.

These techniques would not replace but would supplement the methods of teaching students in groups. They would provide the teacher with added flexibility with which to solve the problems of the heterogeneous classroom.

4. Nongraded Schools. Team teaching and tracking are both examples of "horizontal" organization; i.e., of how one can divide up the student body among the various teachers. There are also promising recent innovations in "vertical" structure; i.e., in how one classifies students and moves them upwards from point of admission to a point of departure.

In the traditional "graded" school, a rather specific body of subject matter and a rather specifically defined group of skills are assigned to each grade level. Students are expected to complete one year of work for one grade of vertical progress as they move through the school.

In contrast to this is the "nongraded" school where according to one definition (quoting Schools for the 60's, p. 72), "There is no set body of content or group of skills to be covered by each student within a prescribed period of time. Materials are selected to match the spread of individual differences in the instructional group, and students move upward according to their readiness to proceed." Clearly, with this kind of structure the students would not be "lock-stepped" together. The student who is able to move faster through the material, or deeper into it, is not held back, and the slower student is not forced ahead before he is ready.

The way we might envision this concept operating in the secondary schools is as follows. Under one type of nongraded system courses would be sequential (one leading to another) rather than parallel (separate tracks which do not lead to the same ends). In this nongraded school a student would proceed along the sequence of courses at his own rate. He would go as far along the sequence as his interests and abilities would allow in the six years that he spends in secondary school. He would be expected to complete each course satisfactorily before proceeding on to the next; i.e., there would be no "social promotion." Conversely, there would be no other requirement such as an appropriately high I.Q. or a counselor's consent for a student to proceed to the next course if he had passed the preceding one.

All students would complete those beginning courses of a given subject that are required for graduation. After the satisfactory completion of these minimum requirements a student continues to study more advanced courses of the subject if he is interested in them or if they are required for entrance to some institution of higher learning which he plans to attend. Thus students taking (for example) advanced math would be only those who were prepared for it.

Some of the students would proceed through introductory courses quickly and would be prepared for such a course when they are comparatively young. Some would take longer. Some students would never take it because of lack of interest or of lack of ability. However, the beginning math courses required for graduation would include everyone.

5. Flexible Scheduling. The traditional secondary school class schedule has one period per day assigned to every academic class. This arrangement is neither necessary nor is it always desirable. For example a laboratory class of one period (40 minutes) is inefficient because setting up equipment and putting it away takes a large fraction of one class period. Thus it is desirable to use a double period for laboratory classes, as is often done.

We suspect that it might also prove desirable to use double periods or other flexible arrangements for teaching some academic subjects, especially to heterogeneous groups. Perhaps the group would meet for a double period three times per week rather than for a single period every day. A longer period would allow the teacher more freedom to work without frequent interruption.

We think that flexible scheduling could play an important part in adapting instruction to heterogeneous groups.

SECOND CONCLUSION

We are convinced that educational excellence is not the sole prerogative of the organizational device of homogeneous ability grouping. The tracking system can be replaced without loss of excellence by a combination of techniques and structures, some of them old and some of them new and exciting. We have attempted to give some indication of the kind of methods that one might use.

PRESENT ATTITUDES OF TEACHERS ON TRACKING

Generally speaking, although there are a significant number of notable exceptions, the majority of teachers feel that some sort of ability or achievement grouping is desirable. (This is "common knowledge," and was also verified by us to some extent by means of a poll circulated to teachers.) The majority feels that some sort of ability grouping is necessary in order to maintain standards of academic excellence.

We respect this opinion. We believe it is based on valid concerns. One of these concerns is about class size. The providing of individualized instruction will certainly be easier the smaller the class. Another valid concern is a very practical one: Where are teachers to find the extra preparation time needed for the type of program we are suggesting? For example, team teaching requires extra joint preparation periods during which the teachers of the team confer together.

We think that there is a source of time that could be tapped. At present most of our secondary teachers spend an average of five periods (of 40 minutes each) per day teaching class, one period in preparation and two periods doing such chores as study hall supervision, hall patrol duty, and cafeteria duty. Thus teachers now spend 1/3 as much school time performing noneducational chores as they do in teaching and preparing for teaching! This seems to us to be a most wasteful use of teachers' time and of taxpayers' money. It would seem reasonable to find and train other people to perform such tasks. These jobs would only command about 1/3 of a teacher's rate of pay. Some of the tasks might be performed by responsible students, by volunteer parents, or by School Resource Volunteers. It might also pay to take a fresh look at whether it is really necessary to keep high school students under constant supervision during their nonclass hours.

If teachers were relieved of these chores they would gain two periods per day for productive educational endeavors.

Another basis of teachers' present support for homogeneous grouping lies, we believe, in the fact that few of them have had experience and training in the methods of team teaching, individualized instruction, etc., that we have described. Therefore when a teacher is asked about whether he thinks he could teach a heterogeneous class he tends to think in terms of teaching such a class with the traditional methods. His instincts tell him, probably correctly, that it would not work very well. We believe, however, that teachers' points of view will rapidly evolve as they acquire training and experience in methods of handling heterogeneous groups. Our confidence is in part based on the experiences of the teaching staffs at schools where such methods have been tried, as for example at the Nova High School and at Melbourne High School (both in Florida) and at the Whittier and Columbus elementary schools in Berkeley. The teaching staffs at these schools are enthusiastic and encouraged with their results.

We believe that the success of any teaching method, and especially of ones such as we are suggesting, depends most strongly on the dedication and enthusiasm of the participating teachers. For this reason we think it is essential that teachers assume the major part of the responsibility for planning for any change-over to individualized instruction and heterogeneous classes. We believe that through involvement and participation the teachers will discover that exciting and rewarding possibilities lie before them.

THE TRANSITION TO HETEROGENEOUS CLASSES

The transition to heterogeneous classes will involve a great deal of careful planning and preparation. The detailed manner in which the transition is accomplished is the responsibility of the administration and the staff. Still we would like to point out some programs which can aid in effecting the change.

1. Pilot Programs. There already exist in the Berkeley secondary schools a number of innovative projects in which students from all four tracks are combined into heterogeneous groups. For example at Berkeley High School the English Department is teaching a course in speech to a heterogeneous selection of students from all four tracks. Willard and Garfield Junior High Schools are also trying out some team teaching and some heterogeneous classes. These are important beginnings. It is from the evolution and rapid expansion of such pilot programs that we would expect the transition to heterogeneous classes to occur. These innovative programs should be carefully evaluated so as to point the way to improvement and expansion.

In evaluating these and other innovative programs in heterogeneous grouping we believe that it is essential to keep in mind the important difference in the goals of (A) an experiment and (B) a pilot project:

(A) The aim of an experiment is to determine the truth or falsity of a hypothesis, as for example the hypothesis "Homogeneous tracking is educationally more effective than heterogeneous grouping." Now, inconclusive or unconvincing experiments are of little or no value. On the other hand conclusive experiments are very difficult and demanding. They require sufficiently large samples. They require good control experiments on all important variables. Unfortunately it is not easy to find out what are all the important variables (besides the one the experimenter knows he is varying--the grouping structure). In fact all experimental studies made so far on the effectiveness of homogeneous tracking are inconclusive and unconvincing. Such experiments have, however, served a purpose: by their very inconclusiveness they have shown that (1) There are no obvious--i.e., easily proven--deleterious effects that we would expect to result from discontinuation of homogeneous tracking and (2) No conclusive experimental result is likely to be attainable without a very large-scale effort involving very good controls.

(B) The aim of a pilot project is completely different from that of an experiment. Its purpose is to find out how to make something work. That should be the aim when evaluating the results of innovative programs in heterogeneous grouping. As a result of evaluation the unsuccessful approaches should be quickly discarded while the successful ones should be rapidly expanded.

We suggest that the number of innovative projects be greatly increased, with strong support and encouragement of the interested participating teachers.

We emphasize that these programs should not be regarded as experiments designed to "prove" something (and thus probably destined to be inconclusive) but rather as pilot programs, designed to learn how to make heterogeneous grouping work, and to lead the way to improved and expanded programs. We feel no need of experiments to persuade us further as to the evils inherent in the tracking system. Neither do we need experiments to further demonstrate to us the feasibility of eliminating tracking while improving the education of our children. Therefore we prefer to call the present innovative undertakings by the name "pilot programs" rather than "experiments." Our present need is not to try to prove or disprove hypothesis; it is to move forward.

2. Community Preparation. The Board of Education can conduct public hearings where they listen to community opinion and where they or the staff explain to the community the reasons for making a change to heterogeneous classes and explain what type of instructional and structural programs are being developed to replace the present tracking system. Speakers could be provided for PTA's and other interested groups.

3. Teacher Preparation. Staff readiness and skill are prerequisite to successful implementation of heterogeneous grouping. We suggest that:

a. Intensive in-service training be provided in the methods of teaching heterogeneous groups.

b. Teachers be given the primary responsibility of developing the programs and methods, evaluating them, and improving them.

c. As teachers learn methods of individualizing instruction they be expected to apply them in their classes immediately, before the conversion to heterogeneous classes has been accomplished. Thus when the change is fully accomplished they will have had practice in the techniques, and will feel more secure in applying them to their new class situation.

d. As soon as possible, teachers begin to work in teams so that their combined classes are drawn from two or more tracks. Thus both teachers and students will begin to have the experience of heterogeneous classes as soon as possible, and the teachers can begin to anticipate and solve problems which they may encounter when their classes are fully heterogeneous. We stress however that this is only an intermediate step.

e. Recruitment and employment focus on acquiring new teachers who are congenial to our policy of heterogeneous grouping; as much as possible, they should have training in the techniques of individualized instruction.

f. Additional preparation time be given to teachers involved in pilot projects in new methods for teaching heterogeneous groups.

g. Clerical and para-professional assistants be provided to teachers of heterogeneous classes.

h. All efforts be made to reduce class size in classes which have a broad range of abilities, achievement and cultural background.

4. Student Preparation. Some of the above suggestions for preparing the teachers would also aid in preparing the students. In addition we would encourage social studies classes to make their own studies of tracking.

In the long run the best preparation of students for heterogeneous classes in high school lies in the quality of experience which they have had in elementary schools. The characteristics of elementary education which we feel are important for this purpose are:

a. Heterogeneous, racially integrated classes in elementary school.

b. Individualized instruction with emphasis on the student's taking responsibility for his own progress.

c. A vertical structure which emphasizes continuous learning at a student's individual pace, and which eliminates the practice of promoting a student before he has satisfactorily completed the course work.

d. All possible efforts to correct the educational handicaps of all students who are performing below grade level.

FINAL CONCLUSION AND RECOMMENDATIONS

The structural device of tracking inhibits the realization of the educational goals we seek for all children in the Berkeley Community. We recommend that it be discontinued and that the Board of Education establish a goal of heterogeneous grouping. We recommend that the Board of Education direct the school staff to prepare a plan indicating how the transition to heterogeneous grouping is to be accomplished.

APPENDIX A - COMPOSITION OF TRACKS

We give here five tables of racial composition of tracks in the Berkeley secondary schools. These tables were prepared by the Berkeley-Albany P.T.A. Council's Standing Committee on Educational Issues, from information provided by the principals of all the secondary schools. We are grateful to the P.T.A. for making these tables available to us. The tables are as follows:

1st: Mathematics. Willard (7th and 8th grades)
2nd: Social Studies. Willard; and Berkeley High School
3rd: Science. Willard; and Berkeley High School
4th: English. Willard (7th and 8th grades)
5th: English. Berkeley High School (10th and 11th grades)
(Note: Tables are on the following pages)

TABLE I

MATHEMATICS

Tracks (or Groups) Willard *

Col. 1 gives the number of pupils of each race placed in each track.

Col. 2 answers the question: Of all the pupils of this race at this grade level, enrolled in these classes, what percentage are placed in what tracks?
(Example: Of the 196 Caucasians in these 7th grade math classes, 63% are in track 1, 29% in track 2, etc.)

Col. 3 answers the question: Of all the pupils in this track, what percentage are of what race?
(Example: Of the 170 children in track 1, 7th grade math, 73% are Caucasian, 13% Orientals, 14% Negroes.)

WILLARD 7th	CAUCASIANS			ORIENTALS			NEGROES			OTHERS	TOTAL
	Col. 1	Col. 2	Col. 3	Col. 1	Col. 2	Col. 3	Col. 1	Col. 2	Col. 3		
**Track 1	124	63%	73%	21	81%	13%	25	14%	14%		170
Track 2	55	29%	56%	3	11%	3%	40	22%	41%		98
Track 3	15	8%	17%	1	4%	1%	74	41%	82%		90
Track 4	2	1%	5%	1	4%	1%	41	23%	93%		44
Total	196			26			180				402

WILLARD 8th	1	2	3	1	2	3	1	2	3		
**Track 1	65	41%	84%	10	50%	13%	2	1%	3%		77
Track 2	61	39%	56%	8	40%	7%	41	26%	37%		110
Track 3	29	19%	24%	2	10%	2%	91	59%	74%		122
Track 4	2	1%	8%	0	0	0	22	14%	92%		24
Total	157			20			156				333

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* We have not attempted to deal with figures on math in Berkeley High School, since the sequential nature of the subject gives figures which are not comparable.

** Includes Honors

TABLE II

SOCIAL STUDIES

Tracks (or Groups) Willard and Berkeley High School

Col. 1 gives the number of pupils of each race placed in each track.

Col. 2 answers the question: Of all the pupils of this race enrolled in these classes at this grade level, what percentage are placed in what tracks?

Col. 3 answers the question: Of all the pupils in this track, what percentage are of what race?

WILLARD SOC. ST. 7th	CAUCASIANS Col. 1	Col. 2	Col. 3	ORIENTALS Col. 1	Col. 2	Col. 3	NEGROES Col. 1	Col. 2	Col. 3	OTHERS	TOTAL
*Track 1	126	61%	79%	15	60%	9%	18	9%	12%		159
Track 2	57	28%	45%	7	28%	6%	62	31%	49%		126
Track 3	21	10%	20%	2	8%	2%	82	41%	78%		105
Track 4	2	1%	5%	1	4%	2%	37	19%	93%		40
Total	206			25			199				430

WILLARD SOC. ST. 8th	1	2	3	1	2	3	1	2	3		
*Track 1	75	49%	82%	12	75%	13%	5	4%	5%		92
Track 2	58	38%	55%	4	25%	4%	43	30%	41%		105
Track 3	17	11%	18%	0	0	0	75	53%	82%		92
Track 4	2	1%	10%	0	0	0	18	13%	90%		20
Total	152			16			141				309

BERKELEY HIGH HISTORY 10 thru 12**	1	2	3	1	2	3	1	2	3		
HONORS OR EQUIVALENT	94	8%	76%	14	6%	12%	15	2%	12%	0	123
Track 1	763	66%	67%	147	58%	12%	213	25%	19%	12	1135
Track 2	214	19%	43%	66	26%	13%	210	24%	42%	11	501
Track 3	65	6%	13%	22	9%	4%	419	49%	81%	13	519
Track 4	4	3%	23%	0	0	0	13	1%	77%	0	17
Total	1140			250			870			36	2295

* Includes Honors

** Includes Electives

TABLE III

SCIENCE

Tracks (or groups) WILLARD AND BERKELEY HIGH SCHOOL

Col. 1 gives the number of pupils of each race placed in each track.

Col. 2 answers the question: Of all the pupils of this race enrolled in these classes at this grade level, what percentage are placed in what tracks?

Col. 3 answers the question: Of all the pupils in this track, what percentage are of what race?

WILLARD 7th	CAUCASIANS			ORIENTALS			NEGROES			OTHERS	TOTAL
	Col. 1	Col. 2	Col. 3	Col. 1	Col. 2	Col. 3	Col. 1	Col. 2	Col. 3		
*Track 1	124	66%	79%	16	80%	10%	17	10%	11%		157
Track 2	50	26%	49%	3	15%	3%	48	30%	48%		101
Track 3	14	7%	18%	0	0	0	65	41%	82%		79
Track 4	1	1%	3%	1	5%	3%	30	19%	94%		32
Total	189			20			160				369
BERKELEY HIGH 10-12th**											
	1	2	3	1	2	3	1	2	3		
Track 1 (Physics, Chemistry, Adv.Biology)	524	70%	61%	273	89%	32%	54	13%	6%	2	853
Track 2 (Physical Science, Biology)	140	18%	50%	16	5%	6%	121	28%	43%	3	280
Track 3 (Basic Science)	80	10%	31%	12	4%	5%	168	39%	64%	0	260
Track 4 (Science)	6	1%	6%	6	2%	6%	83	20%	88%	0	95
TOTAL	750			307			426			5	1488

* Includes Honors

** Includes Electives

TABLE IV

TRACKS OR GROUPS IN ENGLISH, WILLARD JUNIOR HIGH SCHOOL

Col. 1 gives the number of pupils of each race placed in each track of English at this grade level.

Col. 2 answers the question: Of all the pupils of this racial group enrolled in these English classes at this grade level, what percentage are placed in what tracks?

Col. 3 answers the question: Of all the pupils in this track of English at this grade level, what percentage are of what race? (Racial composition of tracks).

All percentages are to the nearest round number.

WILLARD 7th Grade English	CAUCASIANS			ORIENTALS			NEGROES			OTHERS	TOTAL
	Col. 1	Col. 2	Col. 3	Col. 1	Col. 2	Col. 3	Col. 1	Col. 2	Col. 3		
*Track 1	119	59%	65%	17	63%	10%	45	23%	25%		181 = 43% of 420
Track 2	63	31%	60%	8	30%	8%	33	17%	32%		104 = 24% of 420
Track 3	17	9%	18%	0	0	0	80	42%	82%		97 = 23% of 420
Track 4	2	1%	5%	2	7%	5%	34	18%	90%		38 = 9% of 420
TOTAL	201 = 48% of 420			27 = 6% of 420			192 = 45% of 420				420

WILLARD 8th Grade English	CAUCASIANS			ORIENTALS			NEGROES			OTHERS	TOTAL
	Col. 1	Col. 2	Col. 3	Col. 1	Col. 2	Col. 3	Col. 1	Col. 2	Col. 3		
*Track 1	66	42%	78%	13	76%	15%	6	4%	7%		85 = 27% of 311
Track 2	64	41%	62%	2	11%	2%	37	26%	36%		103 = 33% of 311
Track 3	26	17%	26%	2	11%	2%	73	53%	72%		101 = 32% of 311
Track 4	0	0	0	0	0	0	22	16%	100%		22 = 7% of 311
TOTAL	156 = 40% of 311			17 = 5% of 311			138 = 42% of 311				311

*Includes honors

TABLE V

TRACKS OR GROUPS IN TENTH AND ELEVENTH GRADES, ENGLISH, BERKELEY HIGH SCHOOL

Col. 1 gives the number of pupils of each race placed in each track of English at each grade level.

Col. 2 answers the question: Of all the pupils of this racial group enrolled in these English classes at this grade level, what percentage are placed in what tracks?

Col. 3 answers the question: Of all the pupils in this track of English at this grade level, what percentage are of what race? (Racial Composition of Tracks)

All percentages are to the nearest round number.

BERKELEY HIGH 10th Grade English	CAUCASIANS			ORIENTALS			NEGROES			OTHER	TOTAL
	Col. 1	Col. 2	Col. 3	Col. 1	Col. 2	Col. 3	Col. 1	Col. 2	Col. 3		
Track 1	211	38%	75%	42	32%	15%	22	5%	8%	3	278 = 25% of 1109
Track 2	278	50%	55%	66	51%	11%	163	38%	32%	7	514 = 46% of 1109
Track 3	43	7%	18%	22	17%	9%	171	40%	71%	6	242 = 22% of 1109
Track 4	2	1%	3%	0	0	0	70	16%	93%	2	75 = 7% of 1109
TOTAL	534 = 50% of 1109			130 = 12% of 1109			426 = 39% of 1109			18	1109
BERKELEY HIGH 11th Grade English											
Track 1	286	59%	58%	121	71%	25%	81	16%	16%	4	492 = 41% of 1190
Track 2	155	32%	35%	36	21%	8%	242	47%	55%	10	443 = 36% of 1190
Track 3	38	8%	16%	12	7%	5%	180	35%	77%	3	233 = 19% of 1190
Track 4	5	1%	23%	1	1%	5%	16	3%	73%	0	22 = 2% of 1190
TOTAL	484 = 41% of 1190			170 = 14% of 1190			519 = 44% of 1190			17 = 1% of 1190	1190

APPENDIX B - POLL OF TEACHERS

May 31, 1966

To: All Counselors
All Sixth Grade Teachers*
All Secondary English Teachers
All Secondary Social Studies/History Teachers

From: School Master Plan Committee

Subject: Questionnaire on Tracking and Teaching

The attached questionnaire was prepared by members of one of the several subcommittees of the School Master Plan Committee. Our Board of Education, in establishing the goals of this committee, expressed the hope that this undertaking "will provide an opportunity for an extensive exchange of ideas between lay citizens and staff members ..." This questionnaire offers one such opportunity.

We have also visited several classes and have had some of your colleagues speak to us on some matters of specific concern. We have been impressed by the quality of work and dedication to teaching, and the cooperative reception we have received. In sifting our research and results of classroom visits and interviews, we find certain areas in which it is difficult for us to project long-range guidelines. Therefore, we would deeply appreciate your opinion on some matters relating to "tracking" or ability grouping.

We are quite concerned about certain by-products of tracking such as racial segregation and the narrow experiences afforded our children, if their classes consist mainly of other children just like themselves, rather than students from a wide ability range and cultural background. In other words, are the schools able to do the job of democratizing our children when they are grouped as they are now?

At the same time we recognize that tracking probably carries with it some advantages which we would want to retain or compensate for in any arrangement which supplanted it. For example, we recognize that it is probably easier in some respects to teach in a more or less homogeneous class, and we also recognize that tracking does represent a fairly gross form of individualized instruction.

We realize that this is an extremely busy time for you, but we would find it very helpful if you would return this questionnaire by June 17th. You needn't sign it unless you want to, and in any case your answers will be kept strictly confidential as to the source of any quotations which we might use from your responses. If you feel that you want to give a more detailed answer than "yes" or "no" we would be delighted, since we are still searching for new ideas, and we would value yours.

To begin with, we would like to define how we will be using some terms.

Random heterogeneous - Children picked out of a hat and put together in a classroom (i.e., the whole spectrum).

---

*At Columbus, Le Conte, Hillside and Emerson

Homogeneous - The current modified homogeneous arrangement with all students in a classroom roughly the same in ability and achievement (our present system in English and math).

Cluster grouping - Within a random heterogeneous class, children grouped by ability with each group taught separately.

Multi-homogeneous - A classroom with children of several, but not all, ability groups. For example, if students are divided into six ability groups, then one class might have representatives of three of the groups.

A B C D E F ability groups ACE one classroom BDF another classroom

Non-graded levels - Children moving through the curriculum by passing through several achievement levels (like our Columbus Elementary School). The rate at which a student passes through the level is determined by the time he needs to master the skills and concepts included in that level. Thus a given level might have bright students who spend only a few weeks there and slower students who spend several months there. The class would be mixed with respect to ability but fairly homogeneous with respect to achievement.

We will be most grateful for your patience and cooperation. Please fill out and return the questionnaires no later than June 17 to Mr. Astor Mizuhara, Administration Building.

Approved: Superintendent's Office

* * * * * * * * * * * * *

QUESTIONNAIRE ON ABILITY GROUPING AND TRACKING

Name________________________________(optional) Check if counselor________________

1. At what school do you teach or counsel?________________________________
2. At what grade level do you teach or counsel?________________________________
3. What subject do you teach?________________________________
4. How long have you taught?________________________
5. How long have you taught in Berkeley?__________
6. How long have you been a counselor?__________
7. How long have you been a counselor in Berkeley?__________

NOTE: While many of the following questions are aimed at teachers, we would like to have the counselors answer whatever questions are pertinent to their experience.

	YES	NO	BLANK
8. Are the classes that you are now teaching ability-grouped?	55	10	10
Which tracks do you teach?________________________			
9. If your answer to 6 is "no", have you ever taught ability-grouped classes?	30	1	11
10. Have you ever taught some form of heterogeneous class?	67	7	1

	YES	NO	BLANK
11. You would welcome an opportunity to teach which of the following:			
..... a. random heterogeneous class?	17	22	36
..... b. an homogeneous class?	50	6	18
..... c. a clustered heterogeneous class?	15	21	36
..... d. a multi-homogeneous class?	24	16	31
..... e. a non-graded class?	26	17	30

(Miscellaneous Unsolicited Comment)
Doesn't matter. I would only wonder for what purpose and kinds of materials available.

12. Can you suggest another system of grouping that might cross cultural lines but still provide a basis for learning?

COMMENTS

Berkeley High School

a. Application of the non-graded principle to high school subjects with inclusion of a tutorial program.

b. Team teaching, putting our 3's with 1 and 2 twice a week for discussions and group work, and meeting two or three times a week as a track to work on skills.

c. A team teaching situation in which a heterogeneous class would melt together two days a week and break into homogeneous groups the remaining days.

d. Carefully selected students of multi-racial design in class no larger than six for the lower tracks.

Junior High

e. With classes of sixteen or fewer the aim of this questionnaire could be accomplished.

f. Classes based on the child's expectations for himself. Let him choose his group and start from there where he thinks he belongs or can best achieve.

g. Grouping for specific projects according to talent for that kind of work, such as maps, art, bas-reliefs, displays, writing, planning, etc., for a classroom.

h. Our P.E., Home Ed., Art, Music, Shop, Advisory, Study Halls, Interested Groups, and Clubs are all heterogeneously grouped.

i. Our tracking system already provides for this.

j. Research proposal done in this area

k. Heterogeneous grouping should be used for all groups, except at the extremes. Non-readers and the gifted should be homogeneously grouped.

l. The four broad groups that we have now, cross cultural lines pretty well. These, in addition to the untracked groups, provide lots of cross-cultural experiences.

m. A greater mixture of track 3 and 4 students. A more realistic evaluation of many track 2's would place them in a track 3.

n. Poirier system (see U.C. Doctorate pending) would be excellent in heterogeneous class if teacher had secretarial help.

Elementary

o. Clustered heterogeneous, or multi-homogeneous or non-graded.

Miscellaneous

p. No, possibly supplementary measures--opportunity for the brighter to individualize learning procedure, help with slower, provided latter does not feel humiliated by superior ability of peer.

q. Yes--but would take more time and effort to write than I have now.

r. Include both college and non-college prep groups with 10% from top group, 70% middle, 20% lower.

s. Yes--look me up for answer.

t. Scientifically selected grouping according to race, ability.

u. Division of students into two broad ability bands and heterogeneous grouping in each.

v. If we are still so certain that an integrated classroom is the primary goal of education--why not a percentage distribution according to races? (1) honors, (2) heterogeneous, (3) special

13. It is often said that grouping, as it exists now, fails to provide adequate stimulation to the students in the lower groups.

	YES	NO	BLANK
a. Do you think this is generally true?	35	35	1
b. Do you think an exceptional teacher can provide the necessary stimulation?	48	14	3

14. When you have a broad spectrum of abilities in a class, do you feel:

	YES	NO	BLANK
a. There is considerable mutual stimulation between the brighter students and the slower ones?	29	33	4

(Miscellaneous Unsolicited Comment) It is more a question of motivated students. Many slow students are highly motivated. They are undoubtedly stimulated by motivated, bright students. For the unmotivated slow or bright student the class grouping has no real significance. Only exciting teaching can overcome the motivational hang-up. However, I do not believe that the lower track homogeneous classes are nearly impossible to teach in an exciting way, as compared to a homogeneous top track class or as a non-graded system might prove.

	YES	NO	BLANK
b. The slower children feel intimidated by the brighter ones?	47	20	1
15. Do you think that as the classes are now grouped the students have adequate opportunity for learning experiences in personal and social development?	35	30	5

16. In the classes where students are not now tracked

a. Is there much interchange between the whites and the Negroes?	28	20	11

(Miscellaneous Unsolicited Comment) Depends on atmosphere, amount of freedom for exchange permitted by the teacher.

	YES	NO	BLANK
b. Between the brighter students and the slower ones?	16	25	14
c. Do the brighter and more advantaged students gain understanding and compassion from classroom contact with the slower or more disadvantaged students?	22	24	14
17. Do you feel that the students learn the subject matter better in a homogeneous classroom rather than in a heterogeneous classroom?	59	8	4

(Miscellaneous Unsolicited Comments)

a. Yes, in advanced college preparatory subject matter in top tracks. No, in lower three tracks.

b. I am convinced that students are challenged-yet not intimidated, when they learn academic subjects with those reasonably near them in ability.

c. Yes, at all levels-and as long as schools are primarily for educational rather than social or "democratizing" purposes this is the only valid criterion.

18. Are special teaching techniques necessary if one is to teach some form of heterogeneous class and still tailor the instruction to each student's needs and abilities?	58	3	8

COMMENTS

Berkeley High School

a. The crux of the problem lies in whether you are dealing with chiefly academic gains or development of the child. Both are desirable--some courses are primarily concerned (properly) with the former--some with latter.

b. A large amount of additional preparation time is necessary.

c. Smaller class sizes (20-30), longer period.

d. You need even more time for individual and group work as well as individual assignments.

e. A heterogeneous class offers special problems, the greatest of which is time. Time to attend to each student's needs. Decrease class size and we can be far more flexible in teaching.

f. A capable teacher would have ability to adjust techniques if given the time.

g. By the time students reach secondary school, their aptitudes and interests are so diverse that they cannot all profit by sharing the same classes.... Academic considerations demand that students be grouped within a somewhat limited range.....Much of the same material can be used at several levels, but the appropriate presentations differe strikingly.

h. Quite difficult to teach some material to slow learners and still have faster students learn.

Junior High

i. Techniques are all known, teachers should use them.

j. This requires the patience of Job, the IQ of a Nobel winner, the experience of an emeritus professor, the skills of a demonstration school master teacher, the guts of Tom Braden and the gall of of Bob Scheer!

k. It is difficult in large classes to care for the two extremes of ability. The tendency is to teach to the middle group.

l. Grouping within the classroom would only make teaching more difficult and would also separate within the classroom the white and Negro students....

m. Very definitely. With the very short attention span, inability to listen to most simple direction, the slower children cannot work without constant direction and guidance, the fast will be bored! The teachers will automatically find themselves giving "busy work".

n. The ones who suffer under this kind of set-up are the bright students--they should not be held back in their educational program for the purpose of integration.

o. I would think more group work would be used. (Movable desks are a necessity.) Also, I wonder if there might be a need to modify our methods of grading.

p. I doubt that any secondary teacher in a subject like English can "tailor" the work to 150-160 individuals every day.

q. To do a good job requires greater resource help than is now available.

r. More materials and smaller classes.

s. See Poirier method as example--keep classes small, provide less frustration for teachers such as room changes and class interruption.

Elementary

t. More than one teacher--Lots of luck!

u. A wealth of readily available materials in or near the classroom.

Miscellaneous

v. Special teaching techniques necessary in any teaching situation--think student suffers more if there is too wide a spread in ability.

w. Very small classes that allow for much individual attention.

x. Harder to do.

y. Must have small classes for true individual attention.

z. A good teacher can handle the situation.

aa. Not so much techniques, but willingness to spend additional time preparing interesting materials for all levels.

bb. Heterogeneous class demands specialized instruction for each sub-group, more difficult for teacher.

cc. Small classes, added preparation time. Obviously more demanding as far as teacher is concerned.

dd. Speed must be considered. Diverse projects for all. Feel that one reason teachers don't want heterogeneous groups is they don't know what to do with them.

	YES	NO	BLANK
19. Do you think some inservice training would be useful if you were asked to teach a heterogeneous, cluster, multi-homogeneous or non-graded class?	51	17	6

a. As indicated above, I think tracked classes benefit students. I do not believe special inservice training can eliminate this fact.

	YES	NO	BLANK
20. Have you ever used older or brighter students to teach younger or slower ones? If yes, please elaborate on your methods and results. (e.g., did the "teaching" students benefit from it? How? Did the "taught" students benefit from it? How did you supervise these students? Do you think the students achieved rapport and understanding from this contact? Were the children paired on one-to-one basis or did one child teach several pupils?)	44	21	8

COMMENTS

Berkeley High School

a. Grouping within classroom with intention to include an able student in each group and a bottom-rung student, working toward some very specific goal--with group report, composite answer, checking of details, answers, etc. Chief virtue lies in change of pace in classroom and more social intercourse between students...Always under supervision and care to composition of group.

b. Yes--usually advantageous to both if properly supervised if right attitudes are promoted.

c. Some former students have volunteered to help remedial students with foreign language backgrounds. The "taught" students benefited both socially and scholastically from individualized attention and tutoring. Each pupil was able to raise grades. One to one...

d. Teaching students learned the material better, felt more useful. Taught learned or failed to learn as before. Supervised with conferences, checking in on tests, etc. Definitely encouraged friendship. Paired one to one. (Expressed special interest in this particular subject.)

e. ...to direct scenes...and...production work. ...Only a few are capable of creative and constructive leadership...he tends to become either domineering and dictatorial or abdicative and weak...shouldn't count on this sort of leadership, although we should use it when available...greatly reduce class size and get on with a thorough non-graded teaching system.

f. I asked a few senior honor students to come to a track four class during a study hall. The seniors gave individual attention to oral reading skills. Most successful, but not regular enough because of senior exams.

g. Honor students volunteer their services as tutors. Other students who need assistance can voluntarily use the tutoring services.

h. Results on the track 3 and 4 levels were not satisfactory because of behavioral problems. The "taught" students resented being taught by students of the same track. And the "teaching" students on the lower levels do not have the necessary skills to teach. Supervision, whether one student taught several pupils or where the students were paired off, was impossible because of the poor attitude of the "taught" pupils.

Junior High

i. Works well on a one-to-one basis. Has to be kids' mutual respect. Has to be in a corner or in a hall or out on a lawn. Has to be APPROVED by administration, all staff, etc., as well as kids so they feel they're doing the in thing. Has to be goal-oriented, as to prepare a kid to take over a certain job. I've used it in Drama, Journalism, magazine production, newspaper production, and drill in basic grammatical skills. Also, small groups working on editing other groups' papers, works well.... lots of top SRV aides and readers and librarians...

j. On a one-to-one basis. The teaching student was held back by this method. Could have been doing advanced work.

k. Yes, but the "student teachers" are using their time when they should be working ahead! Parents resent having their bright or good student using much of their school hours this way! The "student teachers" become aware of how slow or immature classmates are! We have integrated and our students are integrated about 1/2 of the day! (Only core subjects are they not!) Would we put a poor student who is an early dropout into a Shakespeare, political science, or physics class at Cal.? Who could possibly gain? Are we educating or integrating? I feel we can do both with fair success--but let's not go to one extreme or we'll antagonize and have neither success!

l. The method requires a great deal more planning and supervision than a secondary teacher has to spare. "Older and brighter" students are not necessarily skilled instructors--especially for people less able. Besides that, the "older and brighter" student ought to be learning for himself at the fastest rate of which he is capable. He has no time to spare to drag his slower classmates along; that's the teacher's job.

m. Paired on one-to-one. I checked work, worked well, but time-consuming.

n. ... (Teacher) failed to gain the exposure to more sophisticated learning that the other able students experienced. Using students requires tremendous time for training on part of teacher. Have tried one bright student in a group of five others--it works but is unfair to bright one if used more than once every two weeks or so.

Elementary

o. One-to-one basis. It seemed that the children were more willing to work with their peers and felt freer to ask questions. It was a gratifying experience for both student and teacher. I have many students that can academically handle this type of situation but cannot emotionally.

p. The taught students benefited, sometimes the teaching children did. I supervised by assigning materials and time and placed children in hall outside the classroom door and left the door open. Students achieved some rapport and understanding. Children were usually paired.

General Comments

I feel that at present the screening of 6th grade students for Junior High remedial reading needs a lot of improvement.

...I think the only way to counteract teacher shortage is to group homogeneously so that more or less the same program can be offered and absorbed by a larger group of children in the higher groups (35-40) and by smaller groups (15-25) in the lower groups. ...Precise and consistent checking of the students' work... to really know how a child is doing and what he is learning.

The most urgent need of lower track students is an intensified program to develop their basic skills. They need teaching, often remedial, tailored to their special needs.

I do not believe that it is possible to give these children the quality of instruction they need and deserve in any heterogeneous grouping.

I believe that we are failing miserably to meet the educational--not social--needs of lower track students. The survival of democratic processes in our country depends upon an educated citizenry...

Do you really think the schools are able to do the job of "democratizing" under our present pupil-teacher ratio?

Special Comments from Berkeley High School Teachers

Here is my constant sermon. One qualified teacher with the help of today's visual aides plus two or three two-year college graduates from a course with special emphasis on reading, writing and arithmetic could do very much indeed. Teacher could handle larger classes. The two-year graduate teachers would have a title such as teacher assistant, then when more experience is gained, can be promoted. This would be a place for our ambitious, anxious-to-serve young people who find advanced academic life difficult, and at the same time would decrease the teacher shortage.

If interested in curriculum--great need is nurse's assistant, not RN but LVN--assistant for rest home, can help aged with many little things. A course in simple routine tasks and how older person reacts, etc. with a certificate granted.

If you propose that grouping children whose values we wish to improve with those whose values we consider satisfactory will improve the lesser, how can you be sure the converse may not also occur? Parents may see it so and remove their children on the assumption that his may occur.

As well, heterogeneous grouping limits the scholarship level or causes discipline problems, one or the other. Berkeley High School has staff and structures capable of exploring and identifying high level abstract ideas. No better college training is possible. The teacher must limit the discussion or shame persons unable to treat the material. I am certain that heterogeneous grouping will lower the level of learning and affect the qualification of students for higher education adversely.

Provided there are numerous opportunities for integrated activities within the school program, I feel the criterion for deciding whether to track in English and how to track must be in what way will the individual student have the opportunity to realize his potential and to overcome his handicaps the most advantageously and speedily. If grouping by ability is the best method, then it is best for the student even if in certain classes he finds himself in a predominantly racially segregated homogeneous class. I think we often overlook the need in our fear of a word. Please do not assume I am expousing a "separate but equal" program. So far as I am concerned there is no such thing. However, I do feel that we must help the students who need help, not constantly remind him of deficiencies and differences he is already aware of.

I think these are the essentials: 1) Students who care--who want to learn and grow and improve, 2) Teachers who care--who want to help students overcome their educational, cultural deficiencies, who have the skill and creative imagination to effect the desired educational atmosphere, 3) Facilities which make it possible for such students and teachers to work together--small teacher-pupil ratio--almost tutorial flexible scheduling, library, art, music, etc. facilities.

COMMITTEE I - INSTRUCTIONAL PROGRAM

REPORT ON TEACHER RECRUITMENT, SELECTION, RETENTION, AND RELEASE

INTRODUCTION

The State of California has the largest enrollment of pupils in public elementary and secondary schools of any state in the nation. In October of 1965 there were 5,115,780 pupils enrolled in these schools. This means that nearly 1/3 of the state's total population was enrolled in the public schools. To accommodate this massive and still expanding population more than 10,000 classrooms per year have been built over the last decade or so. Clearly, California has been in the position of having to train and recruit teachers to impart an education to this vast army of young minds in a way which will prepare them for the world which they will face on the other side of the school years. It is the probable intent of every school district in the state to try to recruit and retain the best possible teachers for their charges. The question which faces us is: How does Berkeley recruit, select, retain, and release teachers who meet the unique needs of this city and its student population? This question implies a corollary: What competitive advantages and disadvantages does the Personnel Department enjoy when competing with other districts for competent teachers? This corollary will be addressed only when it is germane to the major problem.

METHOD OF INVESTIGATION

Data for this report was gathered from published material (see Bibliography), from direct interviews, and from secondary sources.

BERKELEY AND ITS TEACHERS

A. Teacher Recruitment

To recruit effectively personnel people must have some ideas of the requirements of the system for which they are selecting. The requirements are set by at least three determinants: the character of the city itself, the nature of the school population, current policies and practices determined by the school population, and current policies and practices determined by the School Board and its administrators. It is not inappropriate to review some of the characteristics of Berkeley which affect recruiters and decisions. First, Berkeley is part of a large urban plexus. Second, while Berkeley may or may not be the "Athens of the West", it is a University city and this has consequences for the school system. Third, Berkeley has a large population of minority group members (well over 20% of the total population). Finally, Berkeley is a city in which there is great variance in social and political thought and action. There are other considerations, but these seem to be the most salient ones.

Against this background it is appropriate to describe the applicants for teaching positions.

In one sense, recruitment has never been a problem in Berkeley. Over 4000 inquiries about employment are registered by the Personnel Office each year. Of these approximately 2500 people submit applications for employment. It would seem an easy choice to select qualified applicants for 100-200 openings from this pool. This is not the case when one considers the requirements of the educational system. These requirements, conditioned by the characteristics outlined earlier, call for teachers who are experienced at working in an urban, multi-racial setting. Most applicants are inexperienced Caucasians from typical middle class backgrounds. This statement should not be construed as derogatory. It is simply description and is intended only to point out that most applicants do not meet Berkeley's requirements.

This unhappy conjunction of desperate needs and characteristics forces the Personnel Department of the Berkeley Public Schools to take other measures to secure teachers whose backgrounds are consistent with what the schools need. The main technique used by the department is to travel through urban areas of the country. On these trips, thoroughly planned in advance, recruiters bend every effort to secure teachers consistent with Berkeley's needs. In recent years special attempts have been made to recruit qualified Negro teachers on these trips. It may be noted in passing that administrators in other states have not always welcomed recruiters from Berkeley. It seems probable that they view these visits as forays intended to strip their districts of their most competent teachers working in these districts.

In sum, Berkeley's current recruitment practices depend upon the requirements of the school system. These requirements are not met by the applicants who present themselves at the Personnel offices. Aggressive recruitment is undertaken to locate teachers meeting the needs of Berkeley's school system. Before concluding this section it should be noted that recruiters are even alert to locate qualified male teachers to teach in the primary grades. Men for these positions are scarce. Thus although there are requirements for male teachers in the local system the larger system does not produce enough to meet these needs. This is not a problem which our school system can attack alone. It is one which calls for the attention of the larger system which produces teachers.

B. Teacher Selection

The selection of teachers from more than 4000 annual inquiries about openings actually begins with a completed application for employment. There are more than 2000 applications annually. From this number 600-900 applicants are actually interviewed for teaching positions in grades 11 through 12. During the initial interview voids in information on file about the applicants are completed. More importantly the major concern of the interviewer is to determine why the applicant feels he wishes to be part of the teaching staff in Berkeley. To quote the Personnel Director: "...(We) would like to hear that it is because of the reputation for seeking improvement, discontent with the status quo, wishing to be a member of a 'team' resolving major educational and social problems of the day, freedom to teach, Berkeley Board of Education involvement far beyond the typical superficial Board of Education."

Unless the applicant shows some depth of thought about what is happening in Berkeley and what isn't happening elsewhere, there is little reason to conclude that they are going to bring Berkeley's students the type of commitment considered basic to the resolution of pressing needs that exist.

Finally, the interviewer makes clear to the applicant what is really expected of him if he is to function in this school system. The following points are clearly spelled out to the aspirant teachers for them to consider seriously before they indicate that they are available for employment. Again we quote the Personnel Director:

1. The District's dissatisfaction with traditional course content and methodology; its acceptance of the premise that much of what has been done has "missed the

boat", whether we consider enrichment for the gifted child, stimulating and creative learning environment for the whole range, or appropriate attention to better ways of communicating and stimulating the child from less materially advantaged backgrounds, etc. Further, that there is only one major means to correct this and that is through the involvement of the classroom teacher in curriculum work, dialogue with colleagues about other ways of doing things, "gimmicks", etc. So the teacher joining our staff must expect to come with a very definite knowledge of the time commitment called for.

2. The District's refusal to tolerate intolerance! That while everyone has preconceived notions that could be considered bias about politics, race, religion, any evidence that this is spilling over into the captive audience situation of a classroom to the detriment of the child's self-image, will not be tolerated!

3. The need for social commitment vs. the social missionary. Here a seeming paradox is explained; that while doubtless good in some sense outside of school, this District does not want the well-intentioned "do-gooder" who feels that only love and affection are necessary to the task at hand. Instead, that what we seek is basic academic competence and currency, sensitivity to social issues and the impact they have on attitudes, and perception of children as individuals--including their attitudes, hostilities, and some effort to utilize these as they exist to create an environment where meaningful learning experiences can occur.

4. Finally, that staff members in Berkeley must have a real level of "Tolerance for Turbulence"--that the community is not to be viewed as some tranquil University town; instead, that it is a community much concerned with education and its schools, and of adherents to various social and political views. Further, that this "climate" does have impact on the classroom; in terms of views voiced by the students, the level of sophistication existing in the students, and the consequent level of effort required if the teacher is to be a catalyst to the learning process rather than an inhibitor. If, in the face of these requirements, the applicants are still interested in becoming teachers in Berkeley, they are interviewed by principals and/or curriculum associates so that they may determine which of the applicants would be most congenial to the school in which they would be working.

Finally, from all data, a rank order of preferred candidates is established and when firm vacancies develop, these candidates are immediately offered employment. It should be made explicit that throughout this entire employment process, special consideration is given to applicants who are members of minority goups. This crucial point reflects a sincere effort on the part of staff to follow the School Board's directive and to increase the representation of all segments of the society which the staff serves.

In conclusion then, teacher selection like teacher recruitment reflects the requirements of the school system.

Applicants are made aware of these requirements during their initial interview with personnel representatives. Selected applicants are screened by representatives of the school in which they will be working. If both the applicant and School District representatives agree, and if an opening presents itself, then a firm offer is made to applicants in rank order of their desirability to the school system.

C. Teacher Retention and Release

An integral component of the school system here, as in other large cities, is the tenure system designed to protect competent people from capricious exercise of authority.

The tenure system, however, has unintended consequences. One of these is that inept teachers, protected by tenure guarantees, are retained within the schools. Such a situation is clearly detrimental to students who come in contact with these teachers. What is not so obvious is that it is demoralizing to the co-workers of an incompetent teacher. Teachers receiving children from one of these often must make up much of the work which should have been covered in the preceding year.

This set of conditions poses a real dilemma for which no solution currently exists. This dilemma is the conclusion of this section, i.e., that protection provided teachers by the tenure system protects all teachers--both good and bad. In point of fact, tenure may actually work to the advantage of the incompetent by placing an additional burden of teaching on conscientious workers. They may leave the system under such pressure while the inadequate teacher continues to ply his trade, content that he is doing his job.

RECOMMENDATIONS

1. Continue to adhere to the high standards currently set for teacher recruitment.
2. Continue aggressive recruitment of teachers, especially those coming from minority groups, and of male teachers for the elementary grades.
3. Continue the practice of involving selected staff of the school in which the candidate will work, in the selection process.
4. Work toward altering tenure rules so that inept and ineffective teachers may be more easily replaced and so that able and dedicated teachers are encouraged to remain in the Berkeley School System, e.g., merit increase in salary.
5. Encourage continuing teacher education via sabbatical leaves, etc.
6. Explore with teachers innovations in educational theary and practice so that Berkeley's students will benefit from the educative talent which the schools possess.
7. The adequacy of teacher working conditions should be the subject of continuous review by the District.

COMMITTEE I - INSTRUCTIONAL PROGRAM

REPORT ON EXTENDED SCHOOL YEAR

In cities over 30,000 the average number of school days now is 183.5. The school year starts in September and ends in May or early June. This schedule goes back to the rural time, when farm labor was needed, and when not as much time was needed to educate as today. The length of the summer vacation in the United States is about double that of other countries.

There are 5 basic ways for extending the school year: 1) the trimester plan; 2) the quadrimester plan; 3) the extended K-12 plan; 4) a two-semester plan plus modified extended school year to a ten and a half months school year; 5) a continuous school year.

THE TRIMESTER PROGRAM

The school year is divided into three trimesters of 68 to 75 days. They provide the same amount of teaching time as regular semesters through adjustment in the length of class periods. This, of course, will shorten the time students go to school.

THE QUADRIMESTER PLAN

The school year is divided into four quarters of 51 to 55 days each with a small increase in the length of class periods; an average student can complete two semester's courses in three quarters. This initially would cost more mainly due to teacher and staff salaries; it would be reduced in the long run again because of the shortening of student attendance.

THE EXTENDED K-12 PLAN

This proposal requires the attendance of all pupils through a lengthening school year, providing 204 to 225 instructional days for each school year. This could either accomplish a shortening of school attendance by one year, or it could increase the amount and variety of subjects taught for today's educational needs.

A TWO SEMESTER PLAN PLUS MODIFIED SUMMER SCHOOL

The only difference in this program to Berkeley's summer school plan is that it operates for all grades like Berkeley High School does now. In other words, the major emphasis lies in a program enabling students to move directly into higher levels, following courses completed in June. Classes would meet daily for three and a half to four hour sessions.

THE CONTINUOUS SCHOOL YEAR

This plan is based on a 203 to 216 day calendar year, and requires a flexible or ungraded school plan so that students can progress to higher learning activities as soon as they are able.

THE NEED FOR A LONGER SCHOOL YEAR

Education has become more complex and demands more time. In California the Legislature constantly is adding curriculum requirements, but never drops any courses. The pressures and demands on students increase, and the pleasure of learning decreases. Our society also demands more of the schools than ever before as, for example, courses in sex education, family life, narcotics, etc. An increased school year would allow for increased time allotment for certain subjects where desirable; in other words, a more flexible program. There would be possibilities, for instance, for a uniform camping experience for all children in our school system once. For example, each year all fourth graders would be taken for a week of camping.

An extended school year could be handled in a variety of ways. Some classes could be given three days a week; others two. Additional enrichment for all students could be given in the field of art, music and drama, which now keep getting de-emphasized.

An extended school year would aid both the gifted and remedial programs without any loss to the average program. It might also reduce the dropout rate since it would aid the slower student by not letting them fall too far behind.

There should not be any additional pressure put on the student by the lengthening of the school year; it should be a challenging educational experience; it should give enrichment both for acceleration and deceleration; it should offer more individualized instruction and more flexible programming.

Some of the studies made on lengthening the school year show no ill effect on health either to students or staff. There seems to be less loss of learning from the previous year by the lengthening. There seems to be no lowering of morale of either the students or the faculty. In fact, teachers' morale might be raised by both an attitude in the community which would be improved, and by an improved salary. There would naturally be an increase in cost to the taxpayer, but it is generally felt that citizens would support this type of increase if they were shown the many advantages to today's youth. There might be trouble getting State money unless this plan is adopted on a state-wide basis, but Berkeley might pioneer and start it under an ESEA planning grant (like the San Juan School District did), and then urge the State to change their entire program.

In an extended school year, there would be more complicated maintenance and operational problems, but nothing that could not be managed. Some of the work done during the summer would now have to be done during the school year. Maintenance might be more expensive, and the same is true of janitorial services. If school buses are used, additional needs for them might make the cost higher too. There would be an increase in the supplies, of course, such as books, papers, pencils, etc. Public acceptance may become a problem, but involvement of the community, as done by the Berkeley Board usually, should help. Tradition has to be overcome, and vacation schedules have to be adapted. There might be conflicts with community agencies such as Camp Fire and Girl Scouts, but they might be minimized by more cooperation with these agencies, and by the encouragement of the camping and outdoor activities programs of the schools. There also might be some problem with transfer of students from other districts unless this lengthening of the school year is done on a wide scale. The Education Code of California also needs to be changed, and that should be recommended anyway.

THE NEED FOR A LONGER SCHOOL DAY

The school day should also be extended--again not to give more work, but to give more use of our facilities and talent. The school day should really never end.

In elementary schools, when the children leave, the adults could move in and use the school as a community center, as a retraining center, or as an avocational center--staffed by other than teachers.

The libraries and gyms should be kept open in all schools till late at night in high school and junior high schools, and till dark in the elementary schools.

Lengthening the school day could give more flexible programming and more individualized attention. For example, children could come and go at different hours and thereby have fewer in class at certain hours.

Lengthening the school day for the junior high student could make it possible to make periods longer (one hour) so that a teacher might have time to help the individual student in their assignments. If that were done, the study halls could be eliminated and some of the subjects which are now crowded out of the curriculum, as art, music, home economics could be reintroduced.

Another possibility of an extended school day, or a more flexible school day would be an extension of the work-reation program; in other words the introduction of a work experience program for all high school students. This could be done by programmed flexibility (not by students coming and going as they please). Now it is only possible for students to work after-school hours when jobs are hard to find.

Taxpayers should want to support this type of program since there has been a constant complaint of the lack of the use of school buildings.

In conclusion, more education is needed to get along in today's world than was needed a generation or more ago. As new discoveries are being made, the various areas of knowledge are increasing in scope. There is more to learn than there was a few decades ago. At the same time, more areas of knowledge and more areas of preparation for living are being added to the school's responsibility. The length of the school year, or school day, has not increased in proportion to the job the schools must do. The schools need more time if they are to fulfill their increasing responsibilities to the youth of today.

RECOMMENDATIONS

1. To extend the school year from K through 12 providing 204 to 225 instructional days for each school year. The purpose is not to increase pressure or subject matter area, but to teach the subjects now required more thoroughly, and to put back in the curriculum more of the liberal arts program.

2. School buildings should be kept open year around--days and evenings, for student and community use.

3. To extend the school day so there can be a more flexible and individualized program of instruction. Some of the benefits to be gained are:

    a. Longer class periods can allow teachers to spend extra time with students who need help.

    b. More flexible scheduling can provide more students with the opportunity to hold jobs during the school year.

    c. Students with special talents can devote more time to developing that talent.

RECOMMENDATIONS RELATING TO THE INSTRUCTIONAL PROGRAM

(Approved by the School Master Plan Committee in plenary session
by more than 75% vote unless otherwise noted)

It is recommended:

1. That curriculum be reorganized to ensure both vertical (in sequence) and horizontal (relationships among subjects) integration of subject matter.
2. That curriculum guides defining scope and sequence be developed and continually reviewed and revised, primarily by the teaching staff assisted by the curriculum consultants and outside experts--the content to be based on specific instructional objectives.
3. That there be a continuous program of individual evaluation and diagnosis for each student at each age level within the context of our educational goals.
4. That the Board establish the goal of heterogeneous grouping as the dominant classroom grouping structure within which flexibility, in the form of a variety of grouping criteria, may be used. Further, that the Board direct the staff to prepare plans indicating how the transition to heterogeneous grouping should be accomplished--at both the secondary and elementary levels--and that this transition must promote high standards of educational excellence for all.
5. That facilities, space and time be used more flexibly.
6. That the length of the school day and school year be flexible to enhance the quality of educational experience.*
7. That the District expand services, including materials, equipment and specialized personnel, available for the instructional program at the District level and in each school.
8. That teachers be positively encouraged to try new approaches to instruction but that administrative responsibility for planning, coordinating, evaluating and communicating such innovations be more clearly defined.
9. That greater use be made of specialists and supportive personnel at the elementary level.
10. That more resources, human and other, be concentrated at the elementary level.
11. That foreign language study be offered at the elementary level for at least three consecutive years, and be intensive enough hopefully to result in significant learning each year.**
12. That the District's approach to the creative arts (art, dance, drama and music) be revised and reoriented to broaden the base of student participation at all grade levels and to place the arts at the center, not the periphery of our culture.

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* Amended by the School Master Plan Committee in plenary session.

** Not the original recommendation of Committee I (see Page I-7).

13. That the District's approach to vocational education be revised to reflect a "career exploration and training" viewpoint and vocational curriculum be integrated with that of academic subject areas.

14. That a flexible and creative physical education program be required for Berkeley students with even more emphasis on the current "life skills" program.*

15. That teachers be affirmatively encouraged to continue their education and to keep up with research and developments in their own fields.

16. That there be a plan for administration of teacher salaries which recognizes and encourages excellence in teaching.

17. That there be means for continual lay-professional evaluation of and challenge to the instructional program.

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* Received approval by the School Master Plan Committee in plenary session by more than 50% but less than 75% vote.

COMMITTEE II - SPECIAL EDUCATION AND SPECIAL SERVICES

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* Members, many of whom made significant contributions, who were not members of the Committee at the time of plenary session for a variety of reasons, such as illness, press of other responsibilities, or departure from the community.

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COMMITTEE II - SPECIAL EDUCATION AND SPECIAL SERVICES

REPORT ON COUNSELING, GUIDANCE, CHILD WELFARE AND PSYCHOLOGY

The committee was charged with the study of four supportive school services in the Berkeley schools and with formulating recommendations for their maximum effectiveness in the next quarter century. The services are COUNSELING, GUIDANCE, CHILD WELFARE and ATTENDANCE, and PSYCHOLOGY.

ROLE OF COMMITTEE

The committee perceived its role as one in four parts:

1. To define the terminology, the structure, and the function of these four services in Berkeley schools.
2. To determine by interviews and research to what extent these services are meeting the needs of the children they serve, their parents, and the school personnel, and to try to project future needs and trends.
3. To sets its recommendations within a framework of goals, the primary goal being to strengthen, guide, and reinforce the total education of every child in the school setting.
4. To make recommendations that may bring these goals within reach and help prepare today's child for tomorrow's world.

PROCEDURES

The committee met monthly, usually with resource people. Some committee members conducted a series of interviews with experts in their area of study. A bibliography was compiled (see Appendix) and pertinent literature distributed to members. The committee is indebted to the following experts in their educational fields who took time from their busy schedules to meet with us. They include the following:

Dr. William Evariff
Chairman, Department of Counseling
San Francisco State College

Dr. William O'Brien
Consultant
Berkeley Public Schools

Miss Marilyn Patterson
Assistant Coordinator of Counseling
Oakland Public Schools

Dr. Robert White*
Chairman, Department of Counseling
California State College at Hayward

and to the following members of the Master Plan Committee who were not assigned members of our committee, who gave their time and special knowledge:

Mrs. Ruby Dyer
Mr. Milton Loney
Dr. Joseph Rodeheaver
Mr. Robert Whitenack
Mr. Palmer Whitted
Mrs. Harriett Wood

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*See Bibliography

Most especially we wish to thank the seventy parent representatives from every elementary and secondary school in Berkeley who actively participated in discussions of needs and goals for counseling services with our committee.

DEFINITION OF THE ROLES

A. THE COUNSELOR - who he is, what he does

Who He Is: A school counselor is a professional educator with two or more years of specialized graduate level study and field work in counseling and related guidance services. He is required to hold a special credential. In Berkeley he is a full-time counselor in the secondary school setting.

What He Does: Berkeley School Board policy(1) states that he shall:

1. "Aid students in program planning.
2. Give students vocational and educational information.
3. Help students with personal problems in consultation with the guidance services.
4. Work to continuously improve home-school relationships."

Head Counselor: A head counselor in each of the secondary schools coordinates counseling services within his school, is administrator of the group testing program and conducts inservice training for counselors.

Coordinator of Counseling Services: He is responsible to the Director of Secondary Education and occupies a staff relationship to the school counseling staff. At present his is a half-time position in Berkeley.

Staff Relationship: All secondary teaching personnel, counselors, and head counselors are responsible in a line relationship to their building principal. The secondary school principal is responsible to the Director of Secondary Education.

Pupil-Counselor Ratio in Berkeley: The average pupil-counselor load in Berkeley ranges from 220/1 to 275/1, varying from school to school. Due to the nature of the continuation school, McKinley currently has a pupil-counselor ratio of 75/1. The recommended pupil-counselor load stated in 1964 by the Governing Board of the Association of School Counselors of America is between 250/1 and 275/1.(2) The average throughout the United States in large comprehensive high schools is more often 500/1.

B. GUIDANCE CONSULTANT - who he is, what he does

Who He Is: The guidance consultant is a professional social worker, trained in case work procedures, with two years specialized graduate level study and field work, which includes an internship in the public schools with children. His degree is a Master's in Social Work.

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(1) Berkeley Unified School District, Board Policies, Administrative Rules and Procedures, adopted 1964.

(2) American School Counselors Association, Statement of Policy for Secondary School Counselors and Guidelines for Implementation, 1964.

What He Does: Board policy(3) states that the "Guidance Consultant shall consult with teachers and principals concerning individual children or groups of children who present problems in the classroom in order to:

1. Help the child or group.
2. Facilitate the efforts of teachers and principal.
3. Promote a classroom and school climate conducive to optimal learning."

Trained in the field with community agencies, he also acts as a referral agent from school to community for "educational, recreational, protective, and therapeutic services available to children and their families." (4)

The guidance consultant also works with families to help resolve the child's problems through making home visits or conducting individual or group conferences at the school.

Although Board policy further states that "the primary purpose of guidance service is preventive rather than therapeutic," (5) Berkeley consultants are too few and too hard-pressed in providing help for children whose problems have already been diagnosed and in diagnosing other children to be able to devote an adequate amount of time to preventive services.

School Assignments: Guidance begins, appropriately, in the elementary school and each guidance consultant is assigned two or more elementary schools, depending on the size of the school. Currently he is not on duty full-time in grades K-6 in a single location except in the four target area schools, federally financed by ESEA funds, where each of the four schools has a full-time guidance worker. A full-time worker, or his equivalent, is placed in addition at each of the secondary schools.

Staff Relationship: Guidance consultants are accountable to the Director of Special Education. They receive coordinated policy direction, yet by the nature of their work have flexible schedules.

B. PSYCHOLOGIST - who he is, what he does

Who He Is:

The school psychologist is a specialist with extensive graduate training in both psychology and education. The American Psychological Association now recommends that he hold full certification at the doctoral level, but a doctorate is not required by the State of California for the school psychologist. In Berkeley he is used primarily as a psychometrist; that is, one certified to administer and interpret tests.

What He Does:

He is primarily responsible for individual and group testing. He selects tests, supervises testing programs, and demonstrates the administration of tests and the interpretation to teachers who will administer them. He is responsible for the certification of mentally retarded children for special classes. He is responsible for the educational evaluation necessary for recommendation to special classes for educationally handicapped students. He is responsible for the identification of children referred for placement in the high potential program. He interprets test results to other staff members and to parents. He acts, in conjunction with the guidance worker, as a consultant to other staff members in the area of child behavior and learning needs.(6)

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(3) Berkeley Unified School District, op, cit.

(4) Ibid.

(5) Ibid.

Staff Relationship: School psychologists are directly responsible to the Director of Special Education.

D. CHILD WELFARE AND ATTENDANCE WORKER - who he is, what he does

Who He Is:(7) The child welfare and attendance worker holds a special credential with two years graduate level study and field work in pupil personnel services. He ensures compliance with the school attendance laws, while often overcoming a vast array of human and environmental problems which interfere with regular school attendance.

What He Does: He visits parents in their homes and helps interpret the functions of the school to the parents and aids in explaining family conditions to the child's teachers. He handles problems relating to unsatisfactory school attendance, child abuse or neglect, aggressive or anti-social behavior as they occur in the school setting.

Coordinator of Attendance: He coordinates attendance personnel services and is the particular expert on school attendance laws, is responsible for the home teacher program, inter-district and intra-district transfers and permits, and for coping with the problems of unusual children.

Staff Relationship: Attendance personnel are responsible to the Coordinator of Attendance.

EMPHASIS ON COUNSELING

Walter Waetjen, in "Policies and Practices in Pupil Personnel Services," an article in Guidance in American Education, III, p. 227, writes: "... pupil personnel specialists, although performing in unique areas of specialization, share common areas of specialization, share common areas of knowledge, such as personality dynamics, diagnosis or measurement, and counseling. Much of the technical vocabulary is the same in several fields, and there are differences of function that are finely shaded... Research findings have revealed that when in the schools more than one pupil personnel specialist dealt with the same child, the specialist frequently did not know what the others were doing and there was a lack of communication between them. Pupil services occasionally overlapped and at other times there were rather large gaps. Personnel frequently misunderstood each other and teachers were often confused as to which practitioner to refer children when so many different people seemed to be carrying out similar functions."

The emphasis of this report will be on the counseling program, of which the committee did a study in depth. However, the goals proposed, as well as the needs in Berkeley now and in the future, are equally applicable to the other services discussed above. Because of the similarities in aims and focus on a child's success in the school setting, the committee suggests that these services adopt a team approach and be brought together administratively while retaining their own special emphases. The Commission on Guidance in American Schools proposes that the confusing term,

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(6) Berkeley Unified School District, op.cit.

(7) Scope of Pupil Personnel Services, U.S. Department of Health, Education, and Welfare, 1966.

"guidance services", be abandoned and that the term "pupil personnel services" be used to cover the activities of the school counselor, the school psychologist, the school social worker, the school health officer and the school attendance worker.(8) Coordination should mean cooperation between the various school services and between the school services and related community services.

A. BACKGROUND

In The Counselor in a Changing World, Gilbert Wrenn states:

> "Guidance in schools is an American phenomenon. No other country in the world devotes so much attention to the child as an individual--and to assisting children in the decisions they must make as they grow up."(9)

While other pupil services had their beginnings in community services and have adapted the professional's special knowledge and techniques to the school setting, school counseling grew up as an answer to an unmet need of the student for help in the complex business of choosing vocations, choosing colleges, and planning programs to suit their special interests and goals. In Berkeley all presently engaged in counseling have been teachers, although the state no longer requires a teaching credential as prerequisite to counseling.

B. FUTURE TRENDS

1. ELEMENTARY COUNSELING

Experts agree that counseling should start in the elementary school.(10)(11)(12) The question today and in the future is what course its development should take and what member of the pupil services team is best suited to the task, as well as the definition of the service to be provided. Recent requests for counselors from elementary schools in California received by one Bay Area training institution call for a composite counselor, social worker, and psychologist. The committee notes the following recent developments:

a. The California State Department of Education through its Bureau of Pupil Personnel Services has published a booklet titled Pupil Personnel Services in the Elementary School, establishing tentative guidelines and providing a framework for the function of the counselor, social worker, psychometrist and psychologist.

b. The application of the School of Education of San Francisco State College for a large federal grant to set up a Guidance and Counseling Institute for 1967-68 and the summer of 1968 with the team of specialists to be selected from each of six elementary school districts in Northern California. Its stated objectives:

1) "To clarify the counseling and guidance functions and responsibilities of elementary pupil personnel specialists...
2) To review existing elementary school counseling and guidance services...

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(8) Wrenn, Gilbert, The Counselor in a Changing World, 1964.

(9) Ibid.

(10) Ibid.

(11) Conant, James B., The American High School Today, 1959.

(12) Havighurst, Robert J., The Public Schools of Today, 1964.

3) To improve the team skills of the elementary pupil personnel specialist...
4) To explore new techniques and media related to individual and team services..."

c. The one year experimental program (1966-67) federally financed under NDEA, Title V, in Berkeley at Whittier Elementary, the University Demonstration School, where a counselor is engaged full-time developing the counseling role at the elementary level and interpreting that role to teachers and staff. His activities have included:

1) Being an observer in most classrooms in order to help staff members make early identification of children who were felt to have learning capabilities or problems beyond the normal range. The counselor helped the teacher make the referral to the proper special service or the evaluation committee;

2) Being a change agent with children, teachers, and parents, in that individuals were assisted in exploring ways and means of developing behavior or living patterns that were compatible with their daily lives and experiences;

3) Being a communicator; he made sure all appropriate individuals were apprised of all the facts of a situation as they developed, either at school, at home, or at an outside resource agency;

4) Being a sounding board, relief valve, and/or resource person where children, teachers, and parents could express concerns about themselves or others without fear of repercussion, and thus often find direction and improvement through self-appraisal or by alternate means explored with the aid of the counselor;

5) Being a coordinator of services offered by the school district to arrange staff meetings as appropriate with the principal, vice-principal, psychologist, guidance consultant, nurse, teachers, special teacher, speech therapist, and district attendance officer. Concentration has been in kindergarten through third grades, but not exclusive to these grades.

The first year's evaluation indicated that it is the consensus of the school staff--teachers and administrators, along with special service personnel--that:

1) Many more children were identified as having learning capabilities or problems beyond the normal range than in years past, and positive action was taken;

2) As the first year of the project progressed and the student, teachers, and parents became aware of the counselor and felt confidence in his role as nonevaluative, nonjudgmental and nondisciplinary figure, the number of self-referrals rose. As the number of contacts increased, they became more confidential and personal in nature;

3) His actions as communicator have enabled the entire staff serving the school to function more effectively.

2. THE DEVELOPMENT OF THE COUNSELOR AS A MEMBER OF A PUPIL PERSONNEL TEAM(13)

Lawrence A. Cremin, of Columbia University, states: (14)

> "Ultimately with the complexities the educational scene and life itself would seem to offer in the future, the counselor may end up as one of the few professionals primarily responsible for seeing the child's education as a whole."

The counselor is emerging as the coordinating member of the pupil services team in the school setting under the supervision of a Director of Pupil Personnel Services responsible for all supportive services that strengthen the child's education.

3. COUNSELORS SPENDING MAJORITY OF TIME COUNSELING STUDENTS(15)

If the counselor's plea for more clerical help, fewer ancillary duties, and more inviting surroundings is heard, he will be able to concentrate on the students themselves and their needs--the very reason for his existence. Further use of newly-developed group counseling techniques,(16) vocational and materials specialists, and computer programming will afford more opportunities to aid the individual.

4. SELECTIVE PERSONNEL HIRING POLICIES(17)

In the future, when counselors are being employed, consideration should be given, not only to the state-required credential standards, but also to the kind of personal recommendations submitted by previous employers and/or training institutions. These should be evidence that the applicant can work successfully with individuals and groups. He must be flexible and be willing to be involved in family conferences and community affairs that have a direct bearing on understanding the student's environment.

5. COMPUTER PROGRAMMING(18)

The input might consist of test scores, grades, biographical information, the student's school and career plans, and the output might include certain information regarding students who may have high-risk career plans.

The future may even see a central computer facility to service many school systems. Some kind of central hookup would enable school personnel to ask questions of their school data stored at the central computer center.

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(13) Cremin, Lawrence A., "The Progressive Heritage of the Guidance Movement," in Guidance in American Education I: Backgrounds and Prospects.

(14) Ibid.

(15) Wrenn, Gilbert, op.cit.

(16) Mahler, C. A., Group Counseling in Secondary Schools.

(17) Wrenn, Gilbert, op.cit.

(18) Cooley, William W., "A Computer-Measurement System for Guidance," from Guidance in American Education II.

6. EMPHASIS ON MORE EDUCATION FOR BETTER JOBS(19)(20)

Counselors may have to help to devise new curricula to insure every child a minimum competence in reading, writing, and calculation before leaving high school. With few jobs available for those with less than a high school diploma and greater competition for jobs among high school graduates, counselors will be pressed to keep the maximum number of students on the academic track for the maximum number of years.

7. WOMEN'S CHANGING ROLE IN THE LABOR MARKET(21)(22)

By 1970 thirty million women will be working either part-time or full-time. It will be an increase of 25% over 1960. Counseling of women students will be broader and an understanding of changing family patterns will be a needed background for the counselor.

C. NEEDS AND GOALS

The committee explored the needs of today's student in tomorrow's world, basing certain conclusions on discussions with parent groups. In our opinion these needs will have to be met by the counselor if we are to justify an expanded service.

THE STUDENT OF 1985 WILL NEED:

1. To know himself--who he is and how he relates to others and his environment.
2. To be able to express himself both orally and in writing.
3. To have confidence in himself--a good self-image.
4. To relate to a group, to identify with a given set of values--for ideas shared in common bring such a group together today rather than similar backgrounds or class status.
5. To be given recognition for achievement.
6. To be better prepared for transitions from school level to school level, especially from elementary to secondary school, and also from school level to work.
7. To know more about the economic world and the opportunity of work experience.
8. To have the opportunity to acquire a marketable skill.
9. To know more about the world, its peoples, their languages and their customs.

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(19) Kremin, Lawrence A., op.cit.

(20) Waetjen, Walter B., "Policies and Practices in Pupil Personnel Services," in Guidance in American Education, III, 1966.

(21) Wrenn, Gilbert, op.cit.

(22) Cremin, Lawrence A., op.cit.

THE COUNSELOR OF 1985 WILL NEED:(23)

1. To motivate each student toward developing his own goals along with accepting a sense of responsibility for them and a respect for the goals of others.
2. To help the student to relate academic skills and facts to a practical use of them now and in the future and to find satisfaction in doing so.
3. To be the coordinator of all pupil personnel services in his school and to define, interpret and adapt them for his fellow staff members, children, and parents.

D. SUMMARY

Berkeley's counseling service has been hard-pressed to keep up with innovations in Berkeley secondary schools in recent years. As a result, counseling practices differ markedly from school to school. The service has, however, achieved two goals recommended by experts nationally:

1. Full-time counselors
2. An adequate counselor-pupil ratio

PARENTS HAVE EXPRESSED CONCERN OVER UNRESOLVED GOALS:

1. Continuity of counseling
2. More counselor time spent with student
3. More intensive counseling for students in transition, such as 6th to 7th and 8th to 9th
4. More dissemination of information at 9th grade level to students and parents on current vocational trends and college entrance requirements and programs available in the high school.
5. Better counselor-parent rapport.

COUNSELORS HAVE THE FOLLOWING CONCERNS FOR THEIR ROLE:

1. Less clerical work
2. More inservice training
3. Visits to other school systems and exchange of information between schools
4. Better definition of their role and interpretation of it to staff and community.
5. Ways to evaluate their efforts
6. More time with students
7. More information on vocations, colleges, and alternatives to college.

Realizing, then, that this report is preparing for a world that will "shrink in size and expand in challenge,"(24) this committee will make recommendations that focus on needs, goals, and communication. We recognize that three factors(25) will determine the effectiveness of these recommendations:

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(23) Cooley, William W., op.cit.

(24) Berkeley Unified School District, Report of Committee on School Tax Needs, 1965

(25) Waetjen, Walter B., op.cit.

1. The parent's acceptance of the primary responsibility for the development of his child. Where this is not possible, the responsibility falls to the school.
2. The central role of the teacher in the school setting for the educational development of the child.
3. The responsibility of the administration for the school program and its effectiveness.

We believe the counselor should be a member of a well-coordinated pupil personnel team;(26) that he be well qualified, knowledgeable, and concerned about parental and community influences on the child; that he be involved in earliest possible identification of a child's potential; that he be trained in new techniques and current trends continually; that he focus on helping the child to help himself; that he be given the facilities, the time, and the planning to be most effective in his role as defined.

RECOMMENDATIONS

1. We recommend that the following recommendations made by Gilbert Wrenn in his book, The Counselor in a Changing World,(27)* be carefully considered by the Board of Education when drafting policy on pupil personnel services in the future and used as a guideline for that policy:

   a. "That the counselor recognize that of the multifold functions of the school in developing intellectual, social, and vocational competencies the primary and most unique function of the school is that of the development and use of the intellect; that he ally himself with this intellectual core effort as he works with both students and staff.

   b. "That the primary emphasis on counseling students be placed on the developmental needs and decision points in the lives of the total range of students rather than upon the remedial needs and the crisis points in the lives of a few students, with the major goal of counseling being that of increased self-responsibility and an increased maturity in decision-making on the part of the student.

   c. "That the counselor attempt to keep abreast of the changes in the occupational community and in the world culture into which the student will move...

   d. "That problems of motivation, aptitude, and learning be seen as basic and interrelated aspects of human behavior, about which the school counselor must be informed substantially beyond the point of popular understandings.

   e. "That counselors understand that they tend to be security-oriented, in part because they relate themselves more easily to the past than to the future, in part because they safeguard their relationship with students in the direction of 'safe' decisions. But safety for the present may mean disaster for the future. Counselors need to balance undue caution with a risk-taking orientation which will encourage students to look to the future and to dare to be intellectual and vocational pioneers."

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(26) Havighurst, Robert J., op.cit.

(27) Wrenn, Gilbert, op.cit.

* This book was written at the request of The Commission on Guidance in American Schools and published by the American Personnel and Guidance Association, in 1964.

2. In keeping with these guidelines we recommend:

   That the counseling, guidance, child welfare and attendance, and psychological services be combined functions under a Director of Pupil Personnel Services. Each service should retain its own special character and have a FULL-TIME coordinating head, while developing a team approach to the total education of every child in the school setting.

3. We recommend that the Director of Pupil Personnel Services(28) be properly credentialed and have broad training and experience in the services under his direction. We recommend that he have equal status with the Directors of Elementary and Secondary Education.

4. We recommend that a definition of the roles of the counselors and guidance personnel be established, including duties, responsibilities, policies and practices in such a way as to strengthen each other, not overlap, and lead to adequate evaluation; that this definition be arrived at after consultation with students, teachers, and principals according to needs they see; that the definition of roles be clearly interpreted to school staff personnel and parents.

5. We recommend that the use of pupil personnel workers in a given school be based on the needs of that school, but that the overall function of the roles be set and coordinated by the Director of Pupil Personnel Services and his staff.

6. We recommend that one or more guidance consultants and/or counselors be placed in full-time positions at each elementary school in a favorable pupil-counselor ratio and be available to children at these grade levels to offer services geared to early identification and prevention of potential problems as well as remedial attention.

7. We recommend that the counselor's employment be extended beyond the school year, as is currently true with guidance personnel, and that his salary be commensurate with his level of training and experience and compensate him for the time he works beyond the school year.

8. We recommend that the criteria for employment of counselors new to the Berkeley district become increasingly selective and include an evaluation of a counselor's ability to work with individuals and groups and a personality recommendation, in addition to proper training credentials.

9. We recommend that new techniques including group counseling be taught counselors with supervised inservice training and be planned for use with groups of parents as well as groups of students.

10. We recommend that the counselor have paid clerical assistance to help him carry out his function.

11. We recommend that the counselor have physical facilities appropriate to his work.

12. We recommend that more of the counselor's time be freed to spend in conference with pupils.

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(28)Havighurst, Robert J., op.cit.

13. We recommend that counselors and guidance personnel be encouraged to establish evening office hours and summer office hours in neighborhood community centers where groups of parents may be apt to congregate if it becomes impossible to reach these parents otherwise. That every effort be made to seek out the "no-show" parents through unconventional means.

14. We recommend that school counselors jointly develop orientation programs in 9th and 10th grades that adequately cover college requisites, study and travel programs abroad, vocational trends, and newly developed courses at the high school. It is highly advisable that booklets be published providing complete information in these areas and that they be made available to parents as well as students AT THIS TIME.

15. We recommend that counselors be consultants to curriculum associates and be in a position to help develop new curricula as needed.

16. We recommend that there be continuity of the counselor-counselee relationship and that further study of continuity of counseling be made with representatives of students and parents on the committee.

17. We recommend that the Board of Education review its policy on all supportive school services in view of the above recommendations, and coordinate the structure, review variances in policy and practice, and revise the policy where necessary to meet the central needs of the student and teaching staff in the school setting.

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COMMITTEE II - SPECIAL EDUCATION AND SPECIAL SERVICES

REPORT ON COMPENSATORY EDUCATION

CHARGE

This committee was charged with formulating recommendations for effective compensatory education programs in Berkeley for the next twenty-five years.

PROCEDURES

The committee's first formal meeting devoted exclusively to compensatory education was held October 3, 1966. A total of twelve meetings were held. Resource speakers consulted were:

Mr. John Cleveland - Coordinator, ESEA Program (BUSD)
Mr. Robert Whitenack - Director, Special Education (BUSD)
Dr. Jerome Gilbert - Principal, Columbus U.C. Demonstration School
Mrs. Nancy Stouffer - Teacher, Lincoln School
Mrs. Ky George - Teacher, Longfellow School
Mrs. Virginia Hadsell - Teacher, Franklin School
Miss Marylin Plasterer - Teacher, Longfellow School
Mrs. Suzu Speier - Teacher, Longfellow School

GENERAL BACKGROUND

A. DEFINITION

Compensatory education is conceived by our committee as a form of special education designed for the child whose socio-economic and cultural background is very likely to affect adversely his school progress and achievement. To compensate is to make up for, and compensatory education, as this committee concludes, should be not only equal, but MORE than equal education to make up for the unfavorable conditions causing the gap between achievement and potential.

B. HISTORICAL VIEW

Nationally, public schools have for many years readily provided special education programs for physically, mentally and, more recently, emotionally and neurologically handicapped children. Special education for "culturally", economically disadvantaged children, or compensatory education (a term apparently used first in 1962), developed out of the 1954 Supreme Court decision and the Civil Rights movement. These led to attempts to understand the causes and effects of poverty, and to programs to compensate children for what life and circumstances had denied.[1] The Higher Horizons program of New York City was one of the first major school programs designed for disadvantaged children. Begun in 1959, Higher Horizons was an outgrowth of a guidance project started in 1956.[2] By 1962, a United States Office of Education conference "brought together from all over the nation acknowledged leaders of public school programs expressly designed to realize the potentialities of the educationally disadvantaged."[3] National expansion of compensatory education programs was made possible by federal funds made available to states through Title I of the Elementary and Secondary Education Act (ESEA) of 1965. The federal funds to California for compensatory education programs rose from zero in 1964 to $87 million in 1965. The state is expecting a 15% cut in ESEA federal funds for the 1966-67 fiscal year, and is only accepting district projects reflecting this cut.

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[1] Board of Education of New York City, Higher Horizons Progress Report, January 1963.

[2] Ibid.

California provided approximately $300,000 in 1963 and $346,000 in 1964 for 24 pilot compensatory education projects. The State of California provided $3 million in 1965 for compensatory education projects and "for research development and other activities directed to enhancing the teaching of disadvantaged minors."[4]

In 1965 State officials estimated that 17% (680,000) of California's school-age children qualified for compensatory education. At that time it was estimated that half of these children (340,000) would be left out unless compensatory funds increased. Nearly half of the 340,000 children who were to be included were from the Mexican-American community. While federal ESEA funds for the fiscal year 1966-67 appear to be cut 15% (as indicated above), State funds earmarked for compensatory education appear to be increasing from $3 million in 1965 to approximately $6 million in the 1966-67 fiscal year. The increase in state funds, however, does not make up for the cut in federal funds.

Berkeley's concern for its disadvantaged students was demonstrated as early as 1958 when a citizens committee was appointed to study "Interracial Problems and Their Effect on Education in the Public Schools of Berkeley, California." The resulting Staats Report of October 1959 stated: "For the good of both the community and the student each individual must be given the opportunity to develop his full potential while in the schools."[5]

In 1962 the Intergroup Education Project office was established to expand staff and community involvement in, among other things, the study of educating disadvantaged youth. The 1963 "Hadsell Report" recommended that "the Board adopt a policy widely known as 'compensatory education' to bring all children up to their potential."[6] It was also recommended that local funds be obtained if outside funds were insufficient since "the educational price of not doing such a program is infinitely more expensive." In February 1964 the Berkeley Board of Education moved to adopt a philosophy supporting the concept of compensatory education and asked for specific staff suggestions.

A Staff Task Group Study published in May of 1964 gave detailed plans for compensatory education programs, recommending that "a primary cause of cultural deprivation be attacked by intensive effort to integrate the elementary schools" and that

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[3] U. S. Department of Health, Education, and Welfare Bulletin, Program for the Educationally Disadvantaged, 1963, No. 17.

[4] California State Department of Education, Office of Compensatory Education, Guidelines for Compensatory Education Programs and Projects. (no date)

[5] Berkeley Advisory Committee of Citizens, Interracial Problems and Their Effect on Education in the Berkeley Public Schools, October 1959.

[6] The De Facto Segregation Study Committee, De Facto Segregation in the Berkeley Public Schools, Fall 1963.

"priority be given those programs which affect the earliest education of the children."[7] The Board adopted the recommendation of this staff report to set aside 2% of the district budget (approximately $225,000) for compensatory purposes. By the fall of 1964 a few limited pilot projects of a compensatory nature, either wholly or partially funded by the Berkeley School District, were underway in the Franklin, Columbus, Lincoln, and Longfellow schools. The McAteer Kindergarten Program, the ABC project, Open Court Reading Program (foundation funds), the Threshold Music Project and the Johntz Math enrichment program were among those programs funded.[8]

In the spring of 1966, the first federal ESEA funds were received and many long standing staff recommendations were partially implemented in the "target area" schools (Columbus, Franklin, Lincoln, and Longfellow).

PRESENT COMPENSATORY EDUCATION PROGRAM IN BERKELEY

For the 1966-67 school year the Berkeley School District has budgeted the following amounts for programs that may be interpreted as compensatory. (See next page for table.)

Some changes in the instructional program, primarily at "target area" schools, provided by these funds include the following:

- Further reduced class size
- Additional specialists, administrators, teachers, counselors, consultants, psychologists, clerks
- New reading, math, and other subject area programs
- Increased remedial reading instruction
- New program structuring
- Busing for reduced class size and integration
- Parent aides
- Headstart program
- New equipment, books, teaching aids
- Additional library support
- School community publications
- Study centers
- Additional field trips

GENERAL FINDINGS

A. INTEGRATION

1. The term "disadvantaged" should not be equated with membership in one particular ethnic group and should be defined in terms of the characteristics of the individuals and their environment.[9] In Berkeley, however, the identified "target area" is the segregated, generally lower socio-economic area, housing housing primarily Negro Americans.

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[7] Staff Task Study Groups, "Desegregation of the Berkeley Public Schools; Its Feasibility and Implementation," Berkeley Unified School District, May 1964.

[8] Wood, H. G., Special Elementary Programs or Expenditures That Have Compensatory Intentions, Berkeley Unified School District, February 4, 1965.

[9] Deutsch, M., "The Disadvantaged Child and the Learning Process," Columbia U., New York. 1963.

BUDGET FOR COMPENSATORY PROGRAMS 1966-67

Program	General Purpose (Local $)	E.O.A. (Federal $)	E.S.E.A. (Federal $ through State)	A.B. 1331 (State $)	S.B. 28 (State $)
E.S.E.A. Evaluation	$ 4,000				
Advisory teachers (1/2 position - 7 schools)	28,000				
Remedial Reading Teachers (Add. 10 positions)	72,000				
Intergroup (continuing)	28,086				
Ramsey Plan Evaluation	3,000				
Study Centers (1)	11,600				
Teacher Aide (4)	21,000				
E.S.E.A. Supplement (5)	8,000				
Headstart (2)	12,407	$111,666			
Basic Adult Education		129,967			
Teacher Aide (3)		133,399			
General Compensatory			$513,173		
General Library			18,219		
Columbus Library			9,960		
Visually Impaired			3,750		
EPOCH			49,293		
A.B. 1331 Pre-School Education				$304,946	
S.B. 28 Elem. Compens.(6)					$ 95,000
S.B. 28 Construction (7)					465,000
TOTALS	$188,093	$375,032	$594,395	$304,946	$560,000

General Purpose	$ 188,093
E.O.A.	375,032
E.S.E.A.	594,395
A.B. 1331	304,946
S.B. 28	560,000
GRAND TOTAL	$2,022,466

(Total Budget Expenditures, Reserves, and Ending Balance for Year 1966-1967, $17,385,615)

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(1) Study Centers operate Mon., Tues., Wed. and Thurs. at Garfield, Willard, West Campus and Berkeley High School.

(2) Ten percent Local, 90 percent Federal (total is accurate, percent is based on total)

(3) Funded for September-December 1966 at Columbus and Lincoln.

(4) For Franklin and Longfellow for spring 1967.

(5) Initially $25,000 for Neighborhood Workers and Parent Aides--$17,000 returned to Undistributed Reserve due to receipt of SB-28 funds.

(6) Released ESEA General Compensatory to continue Teacher Aide at Columbus and Lincoln for January-June 1967.

(7) Must be expended for target area children.

2. De facto segregation exists in the Berkeley schools due primarily to the segregated neighborhood school pattern at the elementary school level, and persists at the secondary level because of the tracking system which separates students by achievement levels.

3. When the U. S. Supreme Court was asked whether segregation deprived children of the minority group of equal educational opportunities, the Court answered: "To separate (Negro children) from others of similar age and qualifications solely because of their race generates a feeling of inferiority as to their status in the community that may affect their hearts and minds in a way unlikely ever to be undone."[10]

   In the summary of one comprehensive education survey (Coleman Report), the authors state: "Attributes of other students account for far more variation in the achievement of minority group children than do any attributes of school facilities and slightly more than do attributes of staff."[11]

4. This committee concludes, however, that integration per se is not a panacea. When children leave the segregated setting to function in an integrated setting, many bring with them handicaps that must be overcome by quality compensatory programs. Supportive programs for both staff and students are required if the mutual benefits of the integrated setting are to be fully realized. "Integrating classrooms without curriculum adaptations[12] and without careful staff preparation will not substantially alter student achievement."[13]

   The California State Department of Education points out: "The McAteer Act states its provisions shall not be construed to sanction, perpetuate, or promote the racial or ethnic segregation of pupils. Compensatory education is not a substitute for the desegregation and integration of the schools. Whenever possible, plans for compensatory education and integration should be implemented at the same time."[14]

5. Implementation of compensatory education programs can be more difficult in the integrated situation than in the segregated setting, where specialization is facilitated. The challenge, of course, becomes one of creatively providing quality compensatory programs for the disadvantaged child while maximizing interaction with the mainstream of students. While it is the intent of this committee that throughout the educational experience, disadvantaged underachievers should be identified and given compensatory attention, the committee feels strongly that this special attention need not occur in an isolated or segregated setting.

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[10] Brown, et al, vs. Board of Education, Topeka, et al, decided May 1954.

[11] Coleman, J. S., et al, Equality of Educational Opportunity, U.S. Office of Educ., Washington, D.C., 1966

[12] Bloom, B. S., Compensatory Education for Cultural Deprivation, University of Chicago, 1965.

[13] Coleman, Op. cit.

[14] State Dept. of Education, Office of Compensatory Education, "Guidelines for Compensatory Education Programs and Projects," (no date).

B. BASIC NEEDS

1. **There is evidence that basic needs of disadvantaged children in the Berkeley schools are not being met. Many children are poorly clothed, inadequately fed and have emotional and physical handicaps, all of which impair school performance.**

2. **The School District must bring these needs to the attention of the parents and community and, wherever possible, render assistance in order that school performance not be impaired.**

C. EARLY CHILDHOOD EDUCATION

1. **This committee also prepared the Early Childhood Education Report. If early childhood education is available to the extent that we have recommended, and if effective programs for individual education are successfully carried out, there may be no need for compensatory education for those fortunate children involved. If, however, in the future groups of children from impoverished backgrounds are identified who have not had these early advantages for various reasons (migrancy, illness, family difficulties, etc.), compensation will still be necessary.**

2. **Early childhood education should take place in an integrated setting.**

3. **These centers should provide any identifiably deprived and handicapped child with special developmental programs.**

4. **It is believed that the middle class preschooler "learns to learn" due to the verbal interactions in a complex reward-denial environment. The disadvantaged child lacks parent-child interactions, familiarity with material objects and broad societal experiences. These are all necessary for language and cognitive development. The disadvantaged child's readiness to learn is thus handicapped. Consequently he develops a poor self-image and lacks normal motivation to learn. This committee concludes that the early childhood center program for the disadvantaged child be concerned with developing "learning readiness" and not prematurely attempt to teach reading and arithmetic.**

D. ELEMENTARY AND SECONDARY EDUCATION

The disadvantaged child enters first grade with a measurably lower level of readiness, a lesser ability to "learn-to-learn."[15] The gap widens and what is called "a cumulative deficit" is developed, so that by sixth grade the disadvantaged child is significantly lagging in academic achievement. In one study, the gap increased in reading and arithmetic scores from two grades in 6th grade to three grades in 10th grade.[16] The child at this point tends to admit defeat and drops out. If the learning problems of the disadvantaged child can be solved in the preschool or early elementary years, then the upper grade programs will not have to be drastically altered for this group alone. The sense of failure developed in the critical first four years of school contributes to a negative self-image that is extremely difficult to dispel in the advanced grades, and seriously hampers remedial efforts.

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[15] **Deutsch, Op. cit.**

[16] **Osborne, R. T., "Racial Differences in Mental Growth and School Achievement," Psychology Dept., 1960.**

Many of the disadvantaged adolescents in our secondary schools have the ability to succeed in higher education, but this ability has not been developed. These adolescents should be identified, counseled, and given special compensatory programs that will enable them to achieve a higher education.

E. COMMUNITY INVOLVEMENT

1. The author of the review of the Great Cities Project noted that the schools involved in these successful programs strenuously searched out and used community help from health and welfare services, and private, business and industrial organizations.[17] They also commonly used community persons to develop two-way communication between school and community. The school can not and is not expected to satisfy all the needs of a child. But the school is in a position to discover unsatisfied needs and has the responsibility to act upon them. When the school cannot act to care for these needs, the community agencies should act quickly and effectively. If the community is not exercising its responsibilities, the school should strenuously urge proper community response. The Board of Education is in a position to lead and direct the community agencies in helping the schools fulfill the needs of the child. Health and welfare agencies should work closely with the schools.
2. Currently functioning nursery school programs have demonstrated the effectiveness of parent involvement. If parents are involved in school, they are more likely to understand the goals and programs and their child's relation to them. The school staff can learn directly from the parents their concerns and their assessment of the school's effectiveness and goals. The alienation that often exists between the school and the disadvantaged community can thus be substantially reduced.
3. Work-study programs, vocational training and job placement are effective ways for the school and community agencies to collaborate in satisfying the needs of students who cannot or have not developed long-range educational goals.
4. When the school becomes a center for concerted community and staff efforts to provide meaningful programs and services to the child and the adult community, the gap between school goals and community expectations will be narrowed.

F. STAFF

Staff members to teach and coordinate special programs for the disadvantaged child should be carefully selected and trained. Staff attitudes, perceptions, training and experience are variables that directly affect the implementation of school programs.[18/19] Special courses in teacher training at the college/university level, preservice and inservice training at the district level, and volunteer projects such as the Intergroup Education Project have considerable influence in strengthening staff qualifications to design and effect successful programs. The Coleman Report, mentioned earlier, indicates that "attributes of the staff" account significantly for variation in the achievement of minority group children, far more than do attributes of school facilities.[20]

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[17] Baynham, D., "The Great Cities Project," National Educ. Assoc. Journal, 1963.

[18] Gottlieb, D.,"Teaching and Students: the Views of Negro and White Teachers," Sociol. Educ., 37, 1964.

[19] Gross, C. E., et al, "How Should We Educate the Deprived Child," Council for Basic Education, Washington, D.C., October 1964.

[20] Coleman, Op. Cit.

RECOMMENDATIONS

The Study Committee recommends:

1. That Berkeley Unified School District adopt and put into practice the concept that compensatory education programs offer not just equal, but MORE than equal, opportunity to disadvantaged children to make up for the unfavorable conditions causing the gap between achievement and potential.

2. That total integration, cultural and socio-economic, be practiced throughout the school district.

3. That a pilot program be developed immediately, starting in the 7th grade, whereby selected students from tracks one through four be placed, with parental permission, in one unit with all necessary supportive programs. The purpose would be to determine whether learning increases for low achievers and/or decreases for high achievers in this unit as compared to ongoing tracking classes.

4. That compensatory programs take place in an integrated setting. This will require creative and sensitive approaches so that new forms of de facto segregation will not develop.

5. That the School District identify the physical and emotional health, the nutritional, clothing and shelter problems of its students and work with community agencies to satisfy these needs.

6. That the School Board continually make governmental bodies and citizens at large aware that segregated housing patterns hamper implementation of sound educational policy.

7. That diagnostic procedures be further developed in order to identify the educational gaps of disadvantaged children. This process should be continuous from early childhood education through high school.

8. That school resources be concentrated in the early educational years starting with early childhood education in order to provide the greatest opportunity for individual attention. Some compensatory practices currently in use that could be extended and improved are:

    a. Smaller class size.

    b. Varying teaching approaches for differing learning styles.

    c. Non-graded structure in more schools and throughout the curriculum.

    d. Specially trained and carefully selected teachers including specialists in speech, reading, math, guidance and curriculum.

    e. Community teacher-aides, upper-grade tutors, youth-corps aides, community volunteer aides, and neighborhood liaison workers.

    f. Time provided for staff planning of team teaching, departmentalization, curriculum development, evaluation and technique.

    g. Extended school day, week or year (summer) to provide for development of elective, special interest subjects.

    h. Extensive expansion of library resources, visual aids, teaching aids, classroom materials, and experience trips.

9. That disadvantaged youth in upper grades who have not had the benefit of primary grade compensatory programs have attractive quality programs available to them.

10. That those disadvantaged secondary school students recognized as having the ability to achieve a higher education level receive extra counseling, tutoring, special programs, earned pay and scholarship opportunities.

11. That for the disadvantaged high school student not going on to higher education, special counseling, tutoring, special programs, work-study opportunities, vocational training, job placement, and supervised on-the-job training be made available through the combined efforts of school and community agencies.

12. That parent and community involvement in the schools be expanded. Throughout the school experience, people from the disadvantaged community should be sought after and paid to work in the schools. Some effective roles that could be expanded are:

    Classroom teacher aides
    School-neighborhood liaison workers
    Guidance aides
    Nurses aides
    Curriculum materials aides
    Office aides
    Tutors
    Club activities leaders
    Talent activities leaders

13. That the schools and the community agencies work together so that schools are open to the disadvantaged community day and night as community centers providing library, recreational, study, adult education, counseling, cultural, welfare and vocational services. Organization of culturally integrated social peer groups should be encouraged.

14. That professional staff members have:
    a. The desire to teach children from all socio-economic backgrounds
    b. Special training or aptitude to teach disadvantaged youth
    c. Continued and expanded special training in working with paraprofessionals.
    d. Continuous re-evaluation and training to prepare them for designing, improving and implementing programs for the integrated situation.
    e. Adequate released time for proper planning and implementation of the many roles demanded by such new and innovative programs.
    f. Paid preservice and inservice training plus tuition grants for advanced training.

15. That the School District develop strong liaison with local colleges and universities, encouraging them:
    a. To provide new programs of staff training for the education of disadvantaged youth.
    b. To develop research and evaluation programs for disadvantaged youth and their teachers in collaboration with the Berkeley Unified School District.

16. That the Berkeley Board of Education inform and involve the total community in planning and implementing integration and compensatory education programs. The success of these programs depends on broad community understanding, acceptance and support.

17. Compensatory education programs not be completely dependent on outside funds, but be the responsibility of the District.

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COMMITTEE II - SPECIAL EDUCATION AND SPECIAL SERVICES

REPORT ON EARLY CHILDHOOD EDUCATION

CHARGE

This Committee was charged with formulating recommendations on the directions of Early Childhood Education for the next twenty-five years in Berkeley. This report concerns itself with nursery school, day care centers, parent cooperatives and other similar programs.

PROCEDURES

The Committee met formally for eleven sessions from December 1, 1965, through November 1966. Consultation was held with the following persons:

Mrs. Mary Ann Kimball, Coordinator of Early Childhood Education, BUSD
Mr. Robert Whitenack, Director of Special Education, BUSD
Dr. Jerome Gilbert, Principal, Columbus School, BUSD
Mr. Sanford Hirshen, Architect

Various committee members visited the Berkeley School District Nursery Schools, Child Care and Extended Day Care services. Two committee members visited the Special Economic Opportunity Act Nursery School Project at Hayward Unified School District. Various written materials were reviewed.

GENERAL BACKGROUND OF THE PROBLEM

A. FIELDS OF SERVICE CONSIDERED IN THIS REPORT

In studying what is meant by preschool and early childhood education, the Committee found that many terms are used interchangeably, thus causing confusion. Since the facilities and characteristics of some of these programs are becoming more closely allied, the following attributes are given for understanding the usage of these terms in this report. The differentiations noted are not necessarily to be considered either permanent or desirable.

1. General Classifications of Programs

   a. Nursery School is an educational field term implying education, public and private, with care and protection as an adjunct.[1] Usually these programs are for the two, three or four year old attending part time, several days a week.

   b. Child Care or Day Care Center is a welfare field term, stressing care and protection of the child with education as a supplementary service.[2] Public supported day care facilities are generally restricted to the working parent or parent of limited income pursuing education; this means that a greater number of children are in the day care center all day, five or six days a week. Private day care facilities are also available.

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[1] Anna B. Mayer and Alfred J. Kahn, Day Care As A Social Instrument, New York: Columbia School of Social Work, January 1965.

[2] Ibid.

c. Extended Day Care describes the program, usually under public auspices, which provides for school age children before and after their school day.

d. Parent Cooperatives contain many of the features of nursery school and day care centers. The distinguishing feature is mandatory parent participation.

e. Children's Center is the term now used in California to describe services which incorporate both day care and nursery school concepts of education, care and protection.

2. Other Comments on Existing Programs

a. There are limited special day care, nursery school services for the physically, mentally and emotionally handicapped.

b. There are day care nursery school services restricted to the economically handicapped (income-means test and welfare cases under Federal Head Start programs and AB 1331, Unruh Bill, State of California, which authorizes the State Department of Welfare to purchase preschool education services for children aged three to five on a 25% - 75% Federal matching grant. These services can be rendered by a public or private non-profit agency).

c. Attendance in programs varies from one hour one day a week to all day six days a week.

d. Fees range from free to part payment and full payment. Eligibility and fees for public children's centers are set by law in California. (Sections 16601-16605, Education Code).

e. Reasons for enrolling children in programs vary:

1) Some parents want children to have experience with other children, resulting in personal values.

2) Some parents want to place children while parents are working or continuing their education.

3) Some parents and educators want children, especially from low income neighborhoods, difficult family situations, differing cultural patterns, to be better prepared to meet the demands of the regular elementary school experience.

f. Differences exist as to why children are enrolled in the various programs, but current theory states that the needs of the children are the same, regardless of which type of program a child is in, or for however long a period.[3]

g. Burgess writes, "There are too few common characteristics today which define nursery school education, kindergarten or day care. Programs reflect differing values, purposes and professional preparation of teachers. There are standards - recognized only by some; there are goals - which differ; there are teachers - who are individuals from a wide variety of backgrounds; there are schedules, programs and activities - with different emphases. What a child gains in School A may differ from what another child gains in School B."[4]

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[3] "Concept Of A Child Development Center", Washington, D.C.: Office of Economic Opportunity, March 18, 1965.

h. The National Committee for the Day Care of Children states that, "The day care of children refers to the wide variety of arrangements which parents for various reasons choose for the care of their children, of whatever age, during the day.

> "This concept includes such facilities as family day care and group care - in day care of child development centers, nursery schools, day nurseries, kindergartens, programs planned for hours before and after school and weekdays when school is not in session - regardless of name, purpose or auspices. Good care provides educational experiences and also guidance, health services, and social services as needed by the child and his family. It safeguards children, helps parents to maintain the values of family life, prevents family breakdown..."[5]

i. Day care and nursery school education represent two trends in early childhood education which appear to be merging in theory and in practice.

B. HISTORICAL VIEW - DAY CARE

Historically, and still today, day care is considered a service for the family unable to meet needs without community help. There seems to be a stigma attached to day care, whereas prestige is associated with nursery school. The Harold E. Jones Child Study Center, a nursery school under the direction of the University of California, is in such great demand that children are registered at birth. The most frequent cause for day care is maternal employment. However, the working mother is not necessarily poor or disturbed. There are as many working mothers in the upper income brackets as there are in lower income brackets. The vast majority are white, married, and living with husbands. Thousands of children are in homes of neighbors, baby sitters, or left alone with no assurances of care. Day care centers have been restricted because communities:

1. See it as a service to the underprivileged family.
2. Resist more women in the labor force.
3. Feel it weakens the role of the family.
4. Believe children under six are better off with their mothers.

Day care received its greatest impetus from World War II and the impact of the working mother. This trend has increased over the years. From 1949-1958, working mothers with children under 12 rose 80% - from 3 million to 5.4 million. In 1964 there was a national work force of some 70 million persons. Approximately 24 million of these or 1/3 were women. Eighteen million (75%) of these women were married. Nine million married working women (38% of all working women) had children under the age of 18. The trend of women working will increase rapidly through

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[4] Evangeline Burgess, Values in Early Childhood Education, Washington, D.C.: National Education Association, 1965

[5] Newsletter, National Committee for the Day Care of Children, New York, N. Y., January 1966, p. 8.

1980.[6] Given the above statistics, the reality would appear to be that the need for child care services is here and is on the increase, regardless of reactions against the mother leaving the home.

Other reasons stated for needing child care centers, beyond the working mothers are:

Increase of educational opportunities for women.
Illness of mother, both physically and mentally.
Crowded slum conditions.
Troubled family relationships.
Size of family.[7]

We discovered no evidence indicating that women will not go to work when the community fails to provide day care services. Women work for reasons other than the presence or absence of day care services. Where there are not good services, women still work and make second rate choices for care. Therefore, lack of services penalizes the child, not the mother.[8]

Ethel Verry in writing for the Chicago Child Care Society expresses a point of view held by many in the field:

1. The child under three should be with the mother whenever possible, or at least in a licensed foster family day care situation.

2. The child aged three to six, while also dependent on mother, could benefit from a good group developmental setting for a part or all of a day if necessary. This type of care is considered a proper responsibility of the school. The private commercial day care centers and nursery schools are, in part, a result of no public services.

3. A need exists for after school and Saturday day care centers for school age children.[9]

C. HISTORICAL VIEW - NURSERY SCHOOL

Kindergarten, designed for the five year old in the United States, had its root in European tradition. It is said that the function of kindergarten as part of education is much clearer than the function of the nursery school.[10] There are others who believe that the nursery school function and value is clear and that kindergarten is the unit that is not clear as to whether it is nursery school, basic education, or both.

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[6] Manpower Report of the President, Washington, D.C.: United States Dept. of Labor, March 1965.

[7] Op. cit., Mayer and Kahn.

[8] Day Care Services, Form and Substance, Conference Report, Childrens Bureau Publication No. 393-1961, Washington, D.C.: U.S. Government Printing Office, 1960.

[9] Ethel Verry, "A Day Care Program to Meet Community Needs," Chicago, Ill.: Chicago Child Care Society.

[10] Op. cit., Evangeline Burgess.

The nursery school apparently received its impetus in the university setting. This may be one of the reasons why standards for teachers and supervisors are higher, generally, in nursery schools than in day care centers. Nursery schools were established for four, three, and even two year olds. Nursery school teachers have tended to develop a common terminology even though practice is varied. As study and research have increased, a growing body of knowledge has resulted. Burgess[11] states that there are four academic influences contributing to nursery school philosophy, and that they do not seem to be in "fruitful communication." These are:

Psychiatry and mental health
Behavioral psychology
Social work
Education

She goes on to say that education "exerts the least influence....often has little awareness of or interest in nursery education." Education is considered to be the logical discipline to take leadership in bringing all the points of view together with regard to nursery school education.

The advent of sputnik has placed pressure on all our schools (perhaps negatively - perhaps positively); this has brought sharp focus on preparation for school experience. The widespread awareness of the educationally disadvantaged has also brought tremendous attention to this field. On the other hand, nursery school teachers have underscored the idea that early childhood education is not to be considered as primarily an academic preparation for elementary school.

D. GOALS

Recognizing that children have differences in needs within differing neighborhoods, and within different age groups, general goals of both nursery school and day care are to provide a wide range of new experiences and learning situations which will enable the child to:

Develop healthy self concepts.
Develop inner controls.
Trust adults other than the parents.
Relate to different children, learning new social skills.
Handle his emotions in positive and constructive ways.
Find new outlets for creative expression.
Develop physical competence.
Learn to think critically.
Increase language and listening skills.

A major objective is the strengthening of home and family relationships through various types of parent education and involvement.

LOCAL BACKGROUND OF THE PROBLEM

There has been ferment in Berkeley for the past several years for action in the field of preschool education and day care. Much of this support has been in the area of preschool activity for the economically disadvantaged.

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[11] Op. cit., Evangeline Burgess.

In the fall of 1963, the Citizens Committee Report on De Facto Segregation in the Berkeley Public Schools recommended that "all possible means be employed to reach disadvantaged children at the preschool and kindergarten levels....that day care centers and nursery school program be greatly enlarged....on a basis that assures widely representative racial and ethnic distributions at every school."[12]

In February 1964, the Human Relations and Welfare Commission, in an interim report to the City Council, urged cooperation with the School Board in finding ways to use State and Federal aid in financing programs for disadvantaged preschool children. Various other community groups also urged this action.

In 1963, the Board of Education requested the Council of Social Planning to assess needs and resources in areas of nursery school experience. The report, completed in 1965, recommended a number of things, including:

1. "Nursery education must become an integral part of the public school system in order that all children can participate in a continuous and unified program of learning based on high standards for program, teacher training and physical facilities."

2. "....we should start to think in terms of 'children's centers', rather than Child Care Centers...." combining all the various types of child care, nursery school and parent cooperatives.

According to this report, and to the Head Start application of the Berkeley Unified School District of September 1965 some 1000 children had been identified as attending some type of preschool (pre-kindergarten) or day care program in Berkeley both under public and private auspices.[13]

Kindergarten entrance figures have been fairly constant over the past several years, with 1375 for one year as an average entrance rate. It follows then that approximately 4125 (3 X 1375) children of ages two, three and four reside in Berkeley. Approximately 1000 of these were receiving some type of child care center - nursery school service that we knew about in 1965. The majority of children not receiving service at that time resided in lower income neighborhoods.

The more than 40 public and private identified programs offered services from as little as one and one-half hours, one day a week, to all day five days a week.

As of September 1965, some 405 youngsters were being served in public school parent cooperatives and 224 in child care nurseries and extended day care, or 629 by the public school system.

As of November 1966, some 492 youngsters were being served in public school parent cooperatives; 125 in child care nurseries; 141 in extended day care; 200 in preschool education projects or a total of 958 by the public school system. This is an increase of 329 youngsters in one year, a 50% gain in enrollment. The increase was due in part to increased federal and state funding along with additional facilities.

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[12] De Facto Segregation In The Berkeley Public Schools, Berkeley, California: Citizens Committee, Berkeley Unified School District, 1963.

[13] Proposal For The Establishment Of Preschool Headstart Program As An Attack On The Problems Associated With Poverty, Berkeley, California: Berkeley Unified School District, September 1965.

FINDINGS AND CONCLUSIONS

A. SOME BASIC TRENDS REGARDING EARLY CHILDHOOD EDUCATION

1. While studies are still progressing as to the effectiveness of preschool developmental programs, Martin Deutsch and others have discovered that "....controlling for socio-economic status, children with some preschool experience have significantly higher intelligence test scores at the fifth grade level than do children with no preschool experience...."[14]

2. Research reveals that children have a "set" toward school which will affect success or failure and that this "set" is largely determined by relationships with people and things during the first four years of life. Many believe that the middle class child has a more favorable "set" than does the child of lower economic background.

3. Preschool education is not to be considered primarily as academic preparation for elementary education, but as a developmental, enrichment service.

4. The goals as noted earlier in the report are becoming common to both day care and nursery school as concepts and practice are merging throughout the country and in Berkeley.[15]

5. Local and national practice, supported by the literature, is moving toward the concept of combining under one administration (with cooperating agencies) preschool, nursery, parent cooperatives and day care.

6. While the reasons a parent may place a child in day care or preschool may be different, the developmental and nurture needs of the children involved are the same.

B. ELIGIBILITY

1. In May 1966 the Educational Policies Commission, sponsored by the American Association of School Administrators and by the National Education Association, stated that universal public education should be extended to all four and five year olds with broad federal support.[16]

2. The present federal approach is to give categorical aid for special groups such as disadvantaged children and families on welfare. The State of California does the same with AB 1331. However, the Educational Policies Commission believes that early schooling should be an integral part of present public school systems.

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[14] Martin Deutsch, "Facilitating Development In the Preschool Child", Merrill-Palmer Quarterly, Vol. 10, No. 3, July 1964, p. 249-263.

[15] Op.cit., "Concept Of A Child Development Center"

Report Of Committee To Study Preschool Education Needs And Resources In The City Of Berkeley, Berkeley, California: Council of Social Planning, Report Number 75, June 1965.

[16] "Schools For All Four Year Olds Urged", San Francisco Chronicle, June 1966.

NEA Reporter, June 17, 1966.

3. This Study Committee believes that the current federal and state funding of new programs is encouraging. However, limiting services to welfare groups and disadvantaged youth only leads to the segregation of children according to economic and, under present conditions, racial lines.

4. The Study Committee believes that there is a need for lowering the age to three for nursery school-day care services and making these services available to all on a voluntary basis under public auspices in Berkeley as well as elsewhere.

5. The Study Committee recognizes that a need exists for care of children under the age of three. The Committee believes that further study is needed in order to ascertain the relative merits of group care, family day care, etc. for the particular child.

6. The child who becomes ill in a program should have the services of a homemaker staff in those cases where the mother is out of the home and cannot leave her work or schooling without hardship.

7. The care of children of teen age mothers wishing to complete their education is a problem in Berkeley and elsewhere.

8. Day Care Services should be provided under public auspices for those who need it.

C. PARENT PARTICIPATION

1. The literature reveals that parent involvement is of prime importance to a successful program in early childhood education.[17]

2. We read also that, "It is difficult or impossible for working mothers or mothers of younger children to become involved in programs requiring parent participation."[18]

3. There are improvements in children's attitudes toward school when parents participate. Parent involvement can make for stronger family ties.

4. Parental participation is essential, but the child whose parent does not participate should not be penalized.

5. Maximum staff time should be made available and the best possible programs developed to encourage parents to participate.

6. The teacher must be given sufficient time to visit with parent in the home, to hold group meetings, involve parents in school wherever possible.

7. Services of a social worker should be available as needed, as an adjunct to the teacher.

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[17] Norma Low, et al., "Basic Proposition For Early Childhood Education", Washington, D.C.: The Associaion for Childhood Education - International, 1965 - 1966.

[18] Op.cit., Report Of Committee To Study Preschool Education Needs And Resources In The City Of Berkeley

D. FACILITIES

1. According to the Council of Social Planning study, as of June 1965, there was a lack of suitable buildings and facilities in Berkeley. Of thirty-two preschool-child care centers in Berkeley, only five were planned and built as nursery schools. Outside of the University Center, they were all privately supported. At present the Berkeley Unified School District has taken over the operation of one of the five, the Berkeley Day Nursery; and it is being operated as a Children's Center (which now includes day care, nursery school and parent participation).

2. Childrens' Centers in Berkeley should combine all the features of the various kinds of nursery school, day care, neighborhood center activities for children and families.

3. For future sites, the new concepts of Educational Parks and Community Centered Schools should be explored.[19]

4. There may be advantages to having Early Childhood Education facilities and programs linked to kindergarten and elementary school, providing the academic preparatory school concept is avoided.

5. Architect Hirshen told the Committee that new structures in education are being designed to meet social, educational, and health needs in the community. Furthermore, with the concepts in education changing so rapidly our buildings must have the flexibility to change accordingly. Future buildings in early childhood education should have "anonymous space" because of our need for flexibility.

E. UNGRADED SCHOOL

1. The Committee feels that consideration should be given to a pilot program whereby childrens' centers, kindergarten and primary grades, are located in the same facility. This could be operated on an ungraded basis. It would allow for:

   Continuity of staff and children.
   Pooling of information.
   Interdisciplinary approach to the children with respect to individual developmental needs and progress of the child.

2. Martin Deutsch believes that where poverty has been a factor in limiting learning "...it would seem that the child from preschool and enriched kindergarten classes might best remain in a special ungraded sequence through the third grade level, a period in which he could be saturated with basic skill training and not be allowed to move on until he has attained basic competence in the skills required by the higher grade...." Educators believe that third grade is the point at which levels of achievement for different social classes start their greatest divergence.[20]

3. Frank Reissman notes that whatever benefits result from preschool programs for disadvantaged children, they will be non-lasting unless the traditional framework of present day education is radically changed.[21]

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[19] The Human Story, New Haven, Conn.: Community Progress, Inc., 1966.

[20] Op. cit., Martin Deutsch.

[21] Frank Reissman, "It's Time for a Moonshot in Education," Research Resume No. 31, Burlingame, California: California Teachers Assoc., November 12, 1965.

In other words, there is a connection between early childhood education and elementary school, and unless curriculum, teaching techniques and school structure are modified in the elementary school, then many of the benefits of early childhood education could be lost.

F. STAFFING

1. No credential is presently given in Nursery Education. Recent changes in the law, AB 1331 and Education Code at least recognize that education will be taking place in preschool settings for disadvantaged youngsters.

2. As of May 1965, teachers in the publicly supported preschool programs teach under:

   A Children's Center Permit.
   An Adult Education Credential in preschool parent education.
   A Special Education Credential.

3. Teaching in nursery schools in private and public settings is not fully professionalized as far as certification requirements are concerned.[22]

4. The "vicious cycle of not enough trained teachers of early childhood education, and no facilities in which to train them because there are no programs requireing their services, continues."[23] The standard must be set by the State Department of Education.

5. Teachers in early childhood education should have a State Department of Education Credential, including an A.B. degree with emphasis on early childhood education, plus graduate work, including supervised teaching.

   The elementary credential does not in itself mean that a teacher is qualified to teach in an early childhood education setting, since the values and goals of nursery school education differ from those of elementary school education.[24]

6. Assistant teachers, which in this field may be a necessity, may have fewer requirements but should be certificated in a separate category.

7. AB 1331 requires one "qualified adult supervisor" for each 15 children.[25] The Committee would ask for a fully credentialed teacher for a unit of 15 children. Part of the day would be devoted to parent conferences, home visits, recruiting and training of aides.

   a. Teaching assistant, certificated in a special category, could work with AM and PM groups.

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[22] Educational Qualifications For Staff In Nursery Schools, Child Care Centers, Day Nurseries, Report Number 73, Oakland, California: Council of Social Planning, Alameda County, May 1965.

[23] Ibid.

[24] Op.cit. Appendix to #73, March 1966, page ii.

[25] Guidelines For Preschool Compensatory Education Projects, Sacramento, California: California State Department of Education, 1966.

b. Aides could be paid or volunteers, drawn from parents, neighborhood, high school and college. Part of high school curriculum could allow for work in Children's Centers.

8. Teaching assistant and aides would move from nursery school phase into day care program for continuity with children. Enough aides would be available for a 1 to 4 ratio for 3 year olds. When 2 year old groups are organized, it would require a trained professional for 10 plus an assistant, plus an aide.

G. SUPPORTIVE SERVICES

1. Special Services now available to regular school children should be made available to early childhood education centers.

2. Services should include:

   Medical, dental examinations and care
   Immunizations
   Psychological services
   Speech therapy
   Nutrition - meals available as necessary
   Clothing provided as necessary
   Transportation provided if necessary

3. The school in conjunction with other appropriate agencies should offer counseling service for parents as needed.

RECOMMENDATIONS

The Study Committee recommends

1. That a voluntary attendance, nursery school program under public education auspices be available to all Berkeley children starting at age three.

2. That Day Care services be provided under public education auspices, for all Berkeley children who need them on a twelve-month basis.

3. That extended cay care services be provided under public education auspices for all Berkeley children who need it on a twelve-month basis.

4. That appropriate early childhood education services be provided under public education auspices for the atypical child in Berkeley (physically, mentally, emotionally handicapped).

5. That appropriate day care services under public education leadership be provided for infants such as children of teen age mothers attending school or seeking special training. A study should be made to determine the various forms that this care should take.

6. That a homemaker staff be developed in conjunction with other community offices to provide service when a child in a day care program becomes ill and mother is working or otherwise unable to care for a child without undue hardship on both mother and child.

7. That parent involvement in all early childhood school programs be required, but the ways in which parents are to be involved must be so comprehensive that there be no possibility of a child being excluded.

8. That future programs and facilities be combined in early childhood education centers which bring together educational, developmental concepts of nursery school with protection and nurture of child care.

9. That in developing new facilities for early childhood education, the Board investigate a variety of possibilities including educational parks, community center schools or a combination of same.

10. That a pilot research program be developed establishing an ungraded developmental-educational center for three year olds through primary level of elementary school to allow for flexibility, continuity, and individualization.

11. That supervisors and teachers of children's centers be fully credentialed in Early Childhood Education under the State Department of Education, and that the Berkeley Board of Education use every means to have such a credential established by the State and encourage colleges and universities to develop curricula in this field.

12. That the Board adopt as policy guidelines that:
    a. Children's Centers must combine the best traditions and research findings of early childhood education. They must not be used as a devide for bringing general elementary education to younger age groups.
    b. The general elementary curriculum be continually modernized and the newest workable teaching methods introduced, so that the value of stimulating the young child and enlarging his world in early childhood education can be fully realized.
    c. Methods be devised by either centralized building sites or placement practices, or both, whereby economic, ethnic, and racially integrated children's centers are developed.

It is recognized that the public will have to be educated as to the need and value of early childhood programs. Legislative changes, both locally and nationally, will have to be made. Priority setting and phasing-in of programs may have to take place.

However, it is the task of this Committee to establish broad guidelines and recommendations. The Board of Education, the adminstration and staff of the Berkeley Unified School District, together with citizens of this community, will have to develop ways and means of implementing these recommendations.

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COMMITTEE II - SPECIAL EDUCATION AND SPECIAL SERVICES

GIFTED PUPILS: THE HIGH POTENTIAL PROGRAM IN THE BERKELEY SCHOOLS

There is today a steadily increasing awareness of the need to identify and develop the whole spectrum of gifts and talents vital to personal enrichment and fulfillment, and necessary for progress and perhaps even for the survival of our society in the complex world of tomorrow. It is recognized that the intellect is multi-dimensional. "Total talent development" would be a desirable ultimate goal for the Berkeley schools. The discovery and development of the great varieties of talent among all children should be one of the specific aims of the regular instructional program in all curricular areas. Before this ideal becomes a reality, however, more must be learned about the nature of the various kinds of talents or gifts, as well as the best means of discovering and nurturing them in the schools. Abilities which are not measured by the standard I.Q. tests are numerous and invaluable. Creativity (including that which manifests itself as divergent thinking) in academic areas, in the arts, in business, in social problems; talent in the performing arts, in athletics; gifts of leadership and constructive cooperation.

No matter how we define gifts or talents, we must classify them in categories which can be related in a practical way to the instructional program in the schools. For this reason, we strongly suggest not one all-inclusive high potential program which would spread itself thin to the point of ineffectiveness in seeking to develop all kinds of talents, but various inter-related programs within each of several broad areas of the curriculum.

These broad curricular areas, tentatively defined so as to keep pace with possible curriculum reorganization in the future, might include: (1) the academic area (English, foreign languages, social studies, mathematics, science); (2) creative and performing arts; (3) technical-industrial arts; (4) home-making arts and science; (5) business and other vocational studies; (6) physical education. Since the method for defining and identifying one type of gifted child may not be particularly pertinent to the definition and identification of other types of giftedness, each of these various programs would seek to discover, develop, and reward talent in terms of its own aims, materials, and methods.

This suggestion is in line with that of the California State Department of Education, which recommends "important talent development programs in specific scholarly areas, the arts, the sciences, and the technical-industrial skills" (see Appendix A).

Because the number of children involved in some or all phases of the academic area is very large, we believe that in this area there is the greatest need for supplementing the regular instructional program (at least in some facets and at some levels) with a special high potential program for the intellectually gifted.

The regular instructional program is the basic overall program planned for the majority of pupils. The field of special education, on the other hand, is defined as the educational program for children who deviate from the norm by a considerable amount in respect to any one of a number of traits (Arch O. Heck, The Education of Exceptional Children, p. 3). The wider the variation from the norm and the greater the number of children in a school system who fall towards the end of the spectrum, the greater is the need for special programs.

In Berkeley, attempts to adapt the regular program to meet individual differences in intellectual capacity and achievement, for instance, include such measures as ability and achievement grouping, experiments in team teaching with flexible scheduling and groups of various compositions, varieties of non-graded programs, and adaptation of materials and methods to suit children's varying degrees of readiness to learn in different ways.

Nevertheless, individualization of regular instruction cannot be assumed to meet the needs of all kinds of exceptional children in all schools at all grade levels. In respect to Berkeley's gifted children, many staff members, including the Superintendent and Assistant Superintendent, have repeatedly expressed the opinion that these needs are not being met as well as they should be. In order to determine the extent of these unmet needs for the gifted, it would be necessary for the schools to initiate a careful and continuing evaluation of the effectiveness of the existing regular program in realizing the potential of gifted children. Realistic considerations require that special programs, closely correlated with the regular program, be set up for the gifted (i.e., high potential) child, to meet those needs which are not met by the regular program.

Based upon a staff-lay committee report in 1958, the Board of Education defined the student of high intellectual potential as one who has an I.Q. of 130 or above, and/or demonstrates outstanding academic performance, reasoning, creativity, and originality. That report concerned itself "only with students of high INTELLECTUAL capacity rather than including those who have only specialized talents. This emphasis is based on the premise that we shall continue to extend and expand our program for meeting the individual differences of all pupils". ("Report to the Superintendent of Schools, by the Committee Appointed to Study the Program for Gifted Students," May 5, 1958.)

Now almost ten years later, there is still no planned, sequential program in the academic area, kindergarten through twelfth grade, for pupils of high intellectual potential and no specific plans for talent development, as such, in other curricular areas. The thrust of this report is our argument that there is need for a total high potential program, which would be a carefully planned sequential program from kindergarten through twelfth grade, and would consist of the sum of those offerings within the differentiated regular program plus closely correlated offerings in special programs specifically designed for clearly defined high potential pupils. The funds for the special programs, as in the case of all special programs, would be specifically earmarked and budgeted by the district.

THE INTELLECTUALLY GIFTED CHILD

The gifted child is usually identified by an I.Q. test. Individual tests are more reliable than group tests and have several other advantages: they allow the examiner to determine the appropriate starting level; their ceilings are higher; they facilitate individual planning. There is some evidence that individual tests are less unfair than group tests to children of impoverished background. (See article by Ruth Martinson in Exceptional Children, February 1966.) The chief virtue of the I.Q. test is not its validity in measuring innate ability, which few would claim, but rather its practical use as an index to standard verbal ability (the ability to understand and/or to express oneself in written or spoken language and to think in structured language patterns). Other means of identifying the gifted are achievement tests in specific subjects, pupils' records and teachers' ratings; recommendations by teachers and administrators of pupils who show promise and high potential.

As a basis for reimbursement of a portion of their excess expense to school districts which provide programs for gifted children, the California State Department of Education recognizes the "mentally gifted minor" as any child who scores 130 or above on an individual I.Q. test, or, on the secondary level, any child who scores in the 98th percentile or above on at least two tests, i.e., an I.Q. test and an achievement test in either verbal or non-verbal areas. Other children may be included in this high potential program on the judgment of teachers and certain other staff members, provided that the number of such children does not exceed 3 percent of the total number for whom reimbursement is claimed.

Currently Berkeley uses the state-established definition of giftedness to decide upon admissions. It must be noted, however, that the members of this committee and those responsible for the supervision of Berkeley's program for the gifted agree that the State definition is incomplete and that it was adopted to serve a particular, limited, administrative purpose. As long as it can pay the additional cost, a district is allowed to extend its program for mentally gifted minors as it wishes.

BERKELEY'S INTELLECTUALLY GIFTED CHILDREN:

THE NEED FOR A HIGH POTENTIAL PROGRAM

The importance of a program for intellectually gifted pupils in Berkeley is underlined by their large numbers in the schools. At the present time, for the purpose of comparing Berkeley schools with others, consider grades 5 and 6, in which the proportion of pupils tested is significantly greater than in other grades (Appendix C). In January 1967, of the total 5th and 6th grade enrollment of 2340, 266 pupils qualified the District for reimbursement, a city-wide percentage of 11.4, against the statewide norm of 2 (Appendix B). (By June 30, 1967, testing disclosed a city-wide elementary school percentage of 13.2.)

But the 11.4 does not represent a mean about which the percentages of the fourteen individual elementary schools are closely clustered. Far from it. The percentage of 5th and 6th grade qualifiers in eight schools is 21.0; whereas in the remaining six schools, including the four west Berkeley schools, the figure is 1.7. We must emphasize that these figures are not final, since testing is not complete; but even as they stand, they are striking. This committee concurs with the statement of the Hadsell Committee that "Studies (Science, November 1, 1963, pp. 558-59) have failed to show inherent racial differences in intelligence. Differences in socio-economic background and educational opportunity have made exact comparisons of intelligence impossible" (p. 7). So long as the resources of the District program limit identification to State prescribed measures, it is probable that few gifted pupils will be identified in the four west Berkeley schools. The language development of economically deprived children is such that they do not perform well on standardized tests which assume a base of language experience common to the majority culture. Since there are not at present suitable substitute measuring devices, we hope that the school staff may devise less formal methods for appraisal of potential, and that youngsters so identified will be provided with experiences which foster higher levels of personal aspiration as well as skills necessary for higher education.

Further details on identification are found under "Guidelines for a Program for Gifted Pupils".

The argument for the best possible education for high potential children rests upon their rights as individuals to the realization of their potential and upon the critical importance of the contributions they are capable of making to society..

Major social institutions seem to respond slowly to great changes in conditons and the "educational lag" is well known. Among the children on whom the weight of the dead educational past rests most heavily are those who have the greatest potential for being educated. Their special needs have, however, until recently been largely neglected in American schools. Although a few local school systems established precedent-setting programs for the gifted in the thirties and before, the demands of World War II revealed national weaknesses in certain areas requiring high intelligence, especially in mathematics, chemistry, physics and foreign languages. Not until the launching of Sputnik on October 4, 1957, and subsequent space achievements of the U.S.S.R. was wide public attention drawn not only to the importance of scientific education, but also to the need of the contributions of the gifted in all areas of American life.

Two committees of citizens appointed by the Board of Education have in recent years made these statements:

"For the good of both the community and the student, each individual must be given the opportunity to develop his full potential while in the schools" (Staats Report).

"Public education must offer each child the opportunity to proceed as far along the educational path as he is able and willing to go" (Hadsell Report).

A gifted child who does not receive proper challenge through his education suffers and may never develop to his full capacity. This is markedly true of children designated as "highly" gifted; in the Berkeley elementary schools, among 430 gifted pupils were 119 with I.Q. scores of 150 and above (Appendix E). Failure to provide the challenge, most authorities agree, may result in underachievement, superficial work, bad study habits, and lack of motivation. Some intellectual talents atrophy from disuse. Just as the mentally retarded pupil needs an educational program geared to his capacity so that he may have a feeling of satisfaction, it is important for the gifted child to work in accordance with his learning capacity. If we acknowledge the concept of individual differences and attempt to provide for them in our schools, then such acknowledgement must include all students and not ignore any segment of the student population. Provisions for gifted children are thus no more special than are those for any other group.

Reports from many schools with well established programs for the gifted point to gratifying results.[1] In our own state, San Diego and Los Angeles have been pioneers, and California Project Talent has developed new programs. The results of a three-year study commissioned in 1957 by the state legislature are contained in a report "Education Programs for Gifted Pupils" published in 1961. The study evaluated a total of 17 different types of programs. The first paragraph in this report reads as follows:

> "All phases of the evaluation made of programs for gifted pupils included in the State Study showed conclusively that the special provisions made in these programs were beneficial. Preliminary study of the pupils revealed them to be a population of extremely high ability, with desirable personal and social characteristics. Evaluations made through various tests and through judgments of parents, teachers, and pupils proved that the participating pupils made striking gains in achievement with accompanying personal and social benefits."

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[1] Portland, Oregon; Cleveland, Ohio; Titusville, Florida, are only a few of these.

The rapidly increasing complexity of society is already making great demands upon education for the development of extraordinary skills, talents, and intelligence; these demands will grow with each decade. As the methods of science and engineering are applied to all sorts of goals and tasks, the need for skilled scientists and engineers will increase, and so will the need for philosophers, humanitarians, and artists who can understand the extra-logical and extra-rational factors necessary for the wise use of these methods. The age of the computer must also be the age of seeking and discriminating among worthwhile goals, and of wise use of computer results.

On a world-wide scale, turmoil in the emerging nations, delicate international problems, and sheer population growth "will put an even greater premium on the most highly trained and superior manual and intellectual abilities. The kind of training for meeting these conditions will emphasize the techniques of learning and unlearning, attitudes of craftsmanship and commitment, and technical proficiency. To be fully effective, this training will have to be introduced early and pervasively into the child's experiences and practiced throughout life." (Donald N. Michael, The Next Generation, p. 189.)

The prophetic words of Alfred North Whitehead over fifty years ago have a new urgency today: "In the conditions of modern life the rule is absolute: the race which does not value trained intelligence is doomed."

In spite of these arguments, there have always been strong currents of opposition to any special efforts to identify the gifted and to provide an education especially fitted to their needs. A realistic appraisal of this opposition must be made by any Board of Education which intends to stand firm in maintaining an equitable and far-sighted policy in this matter.

Among the most common arguments against special programs for the gifted, which have been vigorously refuted by scholars, are that talent will inevitably emerge, that not enough is known about the gifted to select them wisely, and that such programs are likely to create an elite.

Underlying some objections is a strain of false equalitarianism which has always been present in the American climate of opinion, which "denies that there are inequalities in capacity, eliminates the situation in which such inequalities can exhibit themselves and insures that if such differences do emerge, they will not result in differences in status." (John Gardner, Excellence: Can We Be Equal and Excellent Too?)

There has been in Berkeley for forty years continuing awareness that intellectually able children have special needs just as do all children (Appendix D). But illustrating the small scale on which the program has hitherto functioned is the fact that until this year (1966-1967) never more than one member of the school staff has devoted his full time to the particular needs of high potential children, although it is now estimated that there are over 2000 such pupils in the schools.

The school tax increase voted in June 1966 has made possible increases in personnel and material beginning this year (1966-1967). For the first time there was more than one staff member devoting full time to the gifted. At the elementary level there were assigned, full time, five consulting teachers (of whom one acted as coordinator for the level) and one psychologist; for the secondary schools there was the equivalent of three and a half positions filled by seven different persons of whom one was the coordinator, assigned half time. Although this was recommended about twenty years ago, there is still no overall coordinator or supervisor to plan a sequential, well-articulated program, from kindergarten through twelfth grade (see Appendix D).

Numbers of children identified as gifted under state requirements for reimbursement rose rapidly to 447 elementary and 751 secondary pupils, a total of 1198 during the fall semester of 1966-1967. (By June 30, 1967, the total number of elementary pupils identified was 599.) On the basis of the current (incomplete) census of 1198 gifted pupils, the District last year (1965-1966) budgeted $12 per pupil, and this year (1966-1967) even under its expanded program, only $78 per pupil. This contrasts with the $200 shown by statewide study (Appendix A) to represent typical excess costs necessary for a full gifted program (Appendix G). In addition to an increased rate of identification, the expanded program has made beginnings in such areas as special small group instruction for elementary children, identification and follow-up of high potential students of minority races, more sections for honors students. In the words of a staff report to the Board "the school year 1966-1967 has been designated as a year of program development with an emphasis on planning, experimentation and evaluation."[2]

If history is not to repeat itself in an aborting of recent promising beginnings, the Board of Education must firmly declare its intent to proceed with this program, and implement its policy by setting up an adequate budget and effective administrative arrangements.

A PROGRAM FOR GIFTED PUPILS: GUIDELINES

It is our opinion that the needs of Berkeley's gifted children may best be met through greater individualization of their school experience, both in the regular program and in the special high potential program. Gifted children differ so greatly among themselves that a rigid program will not meet their needs.

1. Identification is the first step to a program for the gifted. In testing children for giftedness we are searching for deviation in potential for productive learning and thinking, potential far enough above the average that the graded material and normal procedures devised for the education of average children are unsuitable. A program that may be suitable to a child of average ability may not offer a real challenge to the gifted child. He needs educational experiences that are beyond the grasp of the average pupil. The testing should reveal not only his I.Q. but also his particular gifts so that he may be given a program specifically designed for him. Many of the curriculum experiences which gifted children need may not be good for all students nor for all gifted children. As is true for every child, the educational program must strive to meet the needs created by his own capacities and limitations.

It was found in the California Project Talent study (p. 22, Special Progress) that identification of the gifted could be made successfully through several group tests for screening at the kindergarten level, followed by individual tests. The advantage of early identification is that the child can begin early on a program suited to his capacities. Hollingsworth points out that gifted children actually have the greatest need for well-planned educational provisions in the early grades, when they have not yet developed skills for meeting their needs independently.

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[2] Further information on the current program is contained in two staff reports included in the Appendixes.

Systematic screening through group tests, plus individual tests, are needed at selected grade levels in order to pick up late bloomers, those omitted through test errors, and those who enter the District later than kindergarten.

Since group tests miss a number of gifted children, especially the creatively gifted and those of impoverished socio-economic background, teachers' recommendations of promising pupils should count heavily in identification.

If standardized test scores are to be supplemented by the judgment of teachers, it is important that teachers become sensitive to characteristics of gifted children. On the whole, for all their shortcomings, tests have proved more reliable than subjective evaluations by teachers (John Gardner, Excellence).

A descriptive definition of intellectually gifted children would include certain learning characteristics which they consistently demonstrate:

a. They grasp ideas very rapidly.

b. They exhibit extensive learning capacity with accurate perception of situations, insight into relationships, and independent, rapid, factual learning.

c. They demonstrate power of thought in their ready grasp of principles, application of ideas, original interpretations, and forceful reasoning.

d. Mental endurance, tenacity of purpose, intrinsic interest in the challenging and difficult, and versatile interests point to their intellectual drive.

e. Their breadth and depth of knowledge is not necessarily related to number of years they have attended school.

f. They often have intensive and detailed understanding in their areas of interest and also possess a wealth of general information. Frequently, their understanding and interest are characterized by high aptitude (from Educational Project Talent, California Department of Education, Counseling "Instructional Programs for Intellectually Gifted Students," p. 3, 1966).

Other means of identifying the gifted are aptitude tests, achievement tests in specific subjects, and pupils' records.

We wish to suggest, in addition to these criteria, that one of the best means of identifying gifted children is through continuous improvement of the regular instructional program. As the schools continue to introduce into the regular program for all children more individualized teaching, imaginative and varied approaches, new materials and techniques, it seems reasonable to assume that larger numbers of gifted children will be discovered through their responses; and that some of these children might have remained undiscovered through testing or through teacher observation of their performance in a less stimulating program.

2. Instructional Program. However, it is futile to test children for giftedness unless a workable plan is available to provide for individual differences. These two--identification and an adequate program--go hand in hand; one is useless without the other. Administrative practices which are commonly used in program organization for the gifted are acceleration, ability grouping, independent study, and selective assignment of teachers.

Acceleration has two different meanings: (1) providing advanced learning experiences for a student while he physically remains at grade level, (2) the physical moving ahead of the student so that he completes any given segment of the school program at an earlier than average age. If gifted children are admitted to school at an earlier than standard age and are permitted to proceed at their own pace, then even if they require long and intensive training later they will still enter upon their life work and their period of greatest productivity sooner than would otherwise be possible. The average age for completion of the Ph.D. in this country is about 32. A comprehensive treatment of this topic is contained in Early School Admission for Mentally Advanced Children, edited by Maynard Reynolds, NEA publication 1962.

Research is favorable to well planned and carefully administered early admission. Chronological age is not a good criterion of school readiness for some children; mental age is more closely related to school achievement at all grade levels. Physical, emotional, and social maturity are necessary corollaries.

Grouping. As a step toward individualization of instruction, grouping on the basis of ability and achievement in four academic subjects (English, social studies, mathematics, and science) has been required by Board of Education policy for a number of years. Ability grouping has also been practiced to some extent in foreign languages and a few other subjects.

The Berkeley schools are presently exploring the possibilities of other kinds of organizational arrangements: heterogeneous ability groupings, flexible schedules with team teaching of variously composed groups, and different varieties of non-graded systems.

It is our opinion that each of these organizational arrangements has advantages and disadvantages, and that it is impossible to "prove" by the literature the superiority of any one. However, the advantages of the following situations for the gifted child have been pointed out: (1) Learning in the company of children of similar abilities offers valuable stimulation and challenge; (2) Learning in the company of children of varied abilities, backgrounds, and experiences offers the chance to communicate with others who are different, and to understand better the diverse society in which he will live.

While we do not advocate retaining ability grouping as the dominant structural pattern for the schools, we believe that there must be a place within whatever flexible structure is adopted for groups of gifted to learn together, as well as for them to learn in the company of others. Miriam Goldberg (Accent on Talent, January 1967) found that "in general, the effects of narrowing the range or separating the extreme levels were to raise the self-assessment of the slow pupils, lower the initially high self-rating of the gifted, and leave the intermediate levels largely unaffected. The slow pupils also showed greater gains in their 'ideal image' when the gifted were absent than when they were present."

It has also been shown that narrowing the range of ability without specifically designed variations in programs for the several ability levels cannot achieve the desired result; that, if gifted children are cluster-grouped in the regular classroom, the results are markedly more successful when there are regular consultants to aid the teacher in planning for them; and that the general promise of "enrichment", if unaccompanied by a well-planned program taking the needs of the gifted into account, is usually an empty promise.

Independent Study. An effective mode of individualized learning is independent study, provided the child is actively involved in choosing, planning, and carrying it out.

The intellectually gifted child, if sufficiently motivated, is well qualified to begin this kind of program at an early age. A youngster will flounder, however, if he is not guided and supported by a sympathetic, able teacher or counselor.

The Teacher. Neither grouping nor independent study can be successful without suitably qualified teachers. Teaching gifted children is not easy. It requires a somewhat different concept than that which we generally find in the classroom. The difference between "good teaching" generally, and teaching in a program for the intellectually gifted lies in the relative speed at which new ideas may be presented, in the level of the concepts stressed, and in the procedures used to secure and extend concept development. Brandwein studied the background and personal characteristics of teachers whose students had won awards in the Westinghouse Science Talent Search. He observed that successful teachers of the gifted exhibit some of the same characteristics as do the students themselves: high intelligence, persistence and "questing" - a restless searching for better explanations than presently exist.

Though good teachers for any children are said to be "born, not made", in-service training is an accepted necessity for all teachers today. Over and over again, this point is stressed in the literature. Techniques for individualizing instruction are particularly necessary for teachers of the intellectually gifted, who are far from the norm; and the proliferation of knowledge makes it impossible for a teacher to keep up without special help when she is dealing with children who are likely to be well-informed and interested in many complex concepts.

3. Guidance for the Gifted.

> "The very characteristics which set gifted children apart from the average may cause difficulties; teachers may see only their intellectual maturity and overlook their problems. For example, many gifted students need help in evaluating the distribution of their energies — a task for counselors who understand the students well." (William K. Durr, Gifted Student. New York: Oxford University Press, 1964, pp. 221-22.)

Pointing up the need for early counseling for the gifted is the problem of the underachiever, i.e., the failure of the child with great potential to learn efficiently. This failure may be more widespread in Berkeley than has been recognized because both parents and teachers of some gifted pupils have been satisfied with academic performance at grade level. A more valid approximation of expected achievement would show significant numbers of gifted pupils underachieving, particularly in classrooms where a grade level ceiling is enforced.

Research comparing gifted underachievers with gifted achievers has revealed certain poor adjustment patterns characteristic of underachievers. If their potential is to be realized, poor adjustment patterns must be recognized early and adequate counseling made available. Guidance of the child through regular personal contact may contribute greatly to good adjustment; school personnel should work closely with parents of underachievers to ensure that special needs of the children will be met. (Guidance for the Underachiever with Superior Ability, edited by Miller, U.S. Office of Education Bulletin 1961 No. 25.)

In the secondary grades, the counselor should be knowledgeable about advanced study opportunities for those students whose abilities take them well beyond the regular high school curriculum. There should be opportunities for the formulation of interests and goals designed to offer the gifted student every opportunity to realize his potential. Unless the schooling of the gifted child is seen in the context of his total educational experiences at school, at home, and in the community, it cannot be effectively planned or evaluated. This does not mean that the school is responsible for the child's total education, but that it takes into account his activities outside of school hours.

Like others with special educational needs, the gifted child benefits greatly from an effort to understand the whole child. Information contributed by teachers, counselors, school nurses, physicians, parents and others should be systematically recorded and imaginatively used throughout his school career. Such records should be compiled and used with great care.

4. New Curricular Developments. The new curriculum movements sparked by Bruner, Gallagher and Goodlad have introduced educational goals that are especially suitable for intellectually gifted children. These goals are: (1) to teach the basic structure of the discipline, (2) to lead the student to approach the subject matter as the specialist approaches it, (3) to introduce important concepts at an early age. Inquiry training and discovery methods are especially well adapted to individualization of instruction for the gifted. Arbitrary grade level materials are indefensible for these students who must be permitted to progress through subject matter at the rate they are capable of, as should all children. Individualization in education is impeded by many inflexibilities which are embodied in the State Education Code, the Administrative Code and General Rules and Regulations of the Berkeley Unified School District, and university and college entrance requirements.

Increased flexibility in curriculum could make possible the introduction of: foreign language as early as kindergarten or first grade; seminars conducted by teacher-counselor teams; or programs similar to the Research Observer Program in the three Palo Alto high schools. In this program, pupils are placed with scientists in their fields of interest, either in a research team or in an individual project. Similar programs, making use of community resources, might be adapted for other curricular areas also and for earlier grade levels.

5. Equipment, Materials, Facilities. For a satisfactory working program the following are some of the special features required:

- a. Flexible space for large and small groups as well as individual activities.
- b. Equipment for student use.
  - 1) Teaching machines
  - 2) Projectors, tape recorders
  - 3) More extensive scientific laboratory equipment
  - 4) More materials for development of creative skills such as sculpturing, woodwork, enamels and other art media
  - 5) Records and tape to enrich or explore musical experiences

6. Evaluation of Performance: Grades. We must not only provide a program for the gifted but also make it acceptable to them from a practical point of view. One of the reasons for failure of special programs is punitive evaluation of pupil performanc this commonly takes the form of adhering to a normal curve where letters are used as marks and it is apparently assumed that an "A" is an "A", regardless of the requirements that must be met to secure it. Grades earned in more difficult courses should carry heavier weight.

EDUCATIONAL PARK

We can see advantages from the centralization of facilities, services, and specialists. However, educational parks require counseling and teaching personnel, instructional material centers and learning laboratories to serve extremely large numbers of students. Therefore, a concerted effort must be made to ensure an educational environment in which individual needs can be met. We wish to emphasize that, unless the integrity of the small group and, indeed, the individual is maintained, education for the gifted would actually receive a setback in an educational park.

CONCLUSION

The need to develop the whole range of human talent is more critical today than it has ever been. The possibility for doing so is greater as a result of increasing knowledge about the nature of giftedness and the learning process and of the ways in which learning can be individualized. Application of this knowledge can enable the schools to meet the needs of individual children more effectively.

The implications for the high potential program are these: the schools can best meet the practical problems of financing and administering such a program by regarding the total high potential program as a combination of emphases within the regular instructional program and closely correlated supplementary special programs.

Realistic considerations compel the admission, however, that there are limits to the degree of individualization of the regular instructional program that can be expected in the near future. The needs of gifted children are urgent; fuller implementation of Board policy, which recognizes these needs, is long overdue. The promising beginnings in 1966-1967 toward a planned sequential high potential program must be carried forward.

The Berkeley schools have gained national attention. What we do for gifted children in our schools may point the way toward the fuller realization of our national potential.

RECOMMENDATIONS

General Policy

1. That the Board of Education extend its present policy so as to: (a) stress the importance of, and give general guidelines to, the development of various kinds of marked talents and gifts as a special emphasis within different broad areas of the regular curriculum; (b) give general guidelines as to the criteria to be used in setting up special excess cost programs.

2. That the Board of Education, which has directed that "special education should be provided for gifted and talented students throughout their entire school careers" now allocate to the program for intellectually gifted students resources consistent with its importance in relation to the District's overall educational program.

3. That the Board make special provision for the identification and education of pupils of superior intellectual potential who are members of disadvantaged families, with special stress on earliest possible identification.

Administration

4. That the Board establish the position of overall coordinator of the High Potential Program, with authority requisite for effective administration of a system-wide program.

5. That the high potential program be treated as an integral part of the District's total instructional program, and not as simply superimposed on or added to the regular program.

6. That inservice education for teachers include preparation for discovering and uniformly identifying gifted children, working with the gifted, on-going curriculum planning, periodic evaluation of program effectiveness.

7. That in the accounts of the District care be taken that only "excess" expenses are charged to the special high potential program; allocations of regular program expense, such as counselors' salaries, in proportion to the number of gifted children, do not constitute proper charges.

8. That individual tests of intelligence of all children should be begun at the earliest school years and followed by periodic testing and retesting in higher grades.

9. That there should be greater flexibility in:
    a. Curriculum
    b. Progression from preschool through grade levels or phases of curricular materials.
    c. Grouping to provide opportunities for gifted to learn in company of children of differing abilities and also in company of children of similar abilities.
    d. Physical environment
    e. Staff selection: assignment of teachers with special training and interest in the gifted; recruitment if necessary.

10. Consistent supportive services including:
    a. Counseling of gifted children in elementary grades.
    b. Maintenance of individual case study records.
    c. At the secondary level, counseling broader than course scheduling; continuity of counselors.

11. Inservice training of counselors who work with gifted children.

12. Evaluation of pupil performance (grades) with due consideration given to level of difficulty of subject matter, so that students will receive recognition of accomplishment in classes demanding a high level of performance.

13. That greater use be made of community resources.

Relationships with Outside Agencies

14. That this District actively cooperate with other agencies, including the California State Department of Education, in obtaining legislation which will provid for gifted programs such support as:
    a. Increasing substantially excess cost apportionment.

b. Grants to teachers for summer school and advanced education.

c. Funds for individual district projects in improved testing, curriculum development, etc.

d. Excess cost reimbursement on a current basis.

e. Funds for capital outlays.

15. That the District allocate funds to pay qualified staff members and outside consultants, if necessary, for working out plans for special aspects of a program for the high potential group, and specifically for the highly gifted children which would be both suited for Berkeley's needs and sufficiently innovative to be worthy of a grant from a private foundation.

16. That the District take full advantage of offerings such as:

a. The consultant service offered for gifted programs by the California State Department of Education.

b. Those which are being developed by the Far West Laboratory for Education Research and Development, particularly in regard to individualization of instruction.

c. Those provided by the University of California.

APPENDIXES

CALIFORNIA STATE DEPT. OF EDUCATION:	A. Mentally Gifted Minor Programs (1966)
BERKELEY UNIFIED SCHOOL DISTRICT:	B. Gifted Pupils, Grades 5 and 6
	C. Gifted Pupils, Elementary Level
	High Potential Program:
	D. 1928-1966, History
	E. 1966-1967, Elementary Level
	F. 1966-1967, Secondary Level
	G. 1966-1967, Budget

BIBLIOGRAPHY

APPENDIX A

OUTLINE AND SUMMARY OF REPORT ON MENTALLY GIFTED MINOR PROGRAMS, 1966

Prepared for: California Legislature, Assembly Committee on Education

Prepared by: Joseph P. Rice, Consultant in the Education of the Mentally Gifted, Division of Special Schools and Services, California State Department of Education

BRIEF HISTORY AND BACKGROUND OF PROGRAMS IN CALIFORNIA

1925 - Lewis Terman of Stanford University publishes first volume of "Genetic Studies of Genius" based upon a thousand California gifted school children.

1930-45 - Pendulum of interest swings toward disadvantaged; acceleration programs promoted because they are "cheap," but involve only grade skipping; World War II reemphasizes need for scientific talent particularly.

1951 - Well-thought-out total educational programs for the gifted founded in such districts as San Diego and Los Angeles.

1955 - Interest in and concern for the gifted student generated in California State Department of Education.

1957-60 - State Study of "Educational Programs for Gifted Pupils" sponsored by State Legislature; State Study evaluates 17 different types of programs and 929 participating pupils; State Study proves conclusively that "the special provisions made in these programs were beneficial for the gifted . . . participating pupils made striking gains in achievement with accompanying personal and social benefits."

1960 - State Study demonstrates need for and recommends state support levels of $40 per pupil for identification and at least $200 for operation of an educational program.

1961 - AB 362 provides $40 per pupil in excess cost reimbursement for mentally gifted minor programs; average district expends nearly $90; in depth studies reveal that program costs for special or advanced classes, counseling or tutoring still exceed $200.

1963 - Department of Education is awarded Cooperative Research grant of $249,000 for developing, establishing and demonstrating special program prototypes for gifted students in California; six model school district centers are established; model programs, curriculums and materials developed for program prototypes in enrichment, acceleration, special classes and counseling.

1965-66 - Nearly 90,000 gifted students identified and in programs; growing school district discouragement over failure of Legislature to provide additional funds for operating programs resulting in cutbacks in district funds put into programs.

UNSOLVED ISSUES AND PROBLEMS

1. Need for additional financial support not only in instruction but also in capital outlay is emphasized.

2. We must clarify our philosophical commitment to the talented. Do we want to exploit them or help them develop to their fullest potential?
3. "Scholar gap", particularly in elementary schools, is discussed.
4. Teachers alone cannot do the job. The need for program planners, administrators and evaluation specialists is underscored.
5. Through study of Education Code to identify contradictory and obstructing legislation is advocated.
6. We must not forget our other talented students such as the gifted musician, artist, writer or skilled technician.
7. Are we ready to consider a broader state level agency to relate overall talent development goals to the entire structure of California education?
8. The gifted in rural areas have very special and expensive needs.

RECOMMENDATIONS

1. We need increased excess expense support for providing special programs for mentally gifted minors. The State Study in 1961 showed excess expense costs to be $40 for identification in case study of the student and up to $200 for a full educational program.
2. Grants to teachers of the mentally gifted for summer school workshops and advanced college subject matter requirements are needed.
3. This program should be placed on a current basis.
4. Unlike some other special programs, there is an urgent need for capital outlay in classroom, library and laboratory space and for special equipment.
5. Special funds to support individual district projects in curriculum development, demonstration and export are needed.
6. The Legislature is urged to make its philosophical intent and goals for talent development manifest in a position statement.
7. The creation and support of a statewide "Talent Development Council," to include educators, industrial leaders and professionals is advocated. Such an agency could coordinate all aspects of talent development and project our state and national needs for talent for the future.
8. A "technical committee" of professional educators to study mentally gifted minor program costs is advocated.

HISTORY AND CURRENT STATUS OF THE CALIFORNIA MENTALLY GIFTED MINOR PROGRAM

Prepared for California Legislature, Assembly Committee on Education
By Joseph P. Rice, Consultant in the Education of the Mentally Gifted,
Division of Special Schools and Services, California State Department of Education

HISTORY AND BACKGROUND

California researchers, educators and legislators have earned a reputation of leadership in studying and providing special educational programs for gifted students. Since 1925, the year in which Lewis M. Terman published volume one of Genetic Studies of Genius - Mental and Physical Traits of 1000 Gifted Children, national attention has focused on the educational programs our schools design to be appropriate for gifted children and youth. Unfortunately, public opinion both in and outside of California has swung, in pendulum fashion, from great concern for the needs of the gifted to disinterest. In spite of fickle trends, certain California school districts such as San Diego Unified have consistently offered and innovated high quality special educational programs for their gifted students.

In times of national crisis or embarrassment, the educational needs of the gifted tend to come into prominence due to the obvious link between the gifted mind and national productivity and survival. Therefore, it was more than a coincidence that the first study authorized by the California State Legislature authorizing a study of 17 different programs for the mentally gifted in California was enacted in the same year of Sputnik. This study of Educational Programs for Gifted Pupils[1] summarized the characteristics of the gifted, costs of programs, and the differential validity of various program prototypes such as special groupings, acceleration and enrichment in the regular class. This well-designed research study included 929 participating mentally gifted boys and girls at all grade levels, concluded the following:

> "All phases of the evaluation made of programs for gifted pupils included in the State Study showed conclusively that the special provisions made in these programs were beneficial . . . the pupils . . . (were) a population of extremely high ability, with desirable personal and social characteristics. Evaluations made through various tests and through judgments of parents, teachers and pupils proved that the participating pupils made striking gains in achievement with accompanying personal and social benefits."

Cost data furnished by the school districts that participated in the State Study showed that the costs of identification alone ranged from $39.63 per pupil in a rural county to $47.63 in urban county. The excess costs of programs, including identification and case study, ranged from $89.36 to $269.84 per pupil. It was emphasized that even these excess cost per pupil figures were deceptively low because the cooperating school districts had to allot funds for the study from previously established budgets. Expenditures for materials, teacher services, equipment and the like would have clearly been much higher had the cooperating districts been provided with special funds for these purposes. Based upon the findings from the State Study, it was proposed to the Legislature that school districts be reimbursed up to $40.00 per pupil for identification alone and up to $240.00 for excess costs of maintaining programs for mentally gifted minors, including identification.

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[1] Educational Programs for Gifted Pupils: A Report to the California Legislature Pursuant to Section 2 of Chapter 2385, Statutes of 1957. Sacramento: California State Department of Education, January 1961.

The State Study reinforced findings from many previous research studies which collectively demonstrate that special educational programs for mentally gifted pupils enable these pupils to make meaningful gains not only in their already high level of academic achievement, but also in the areas of personal maturity, the formation of ethical value systems, and a widening of attitude and interest patterns.

In 1961, Sections 6421-6434 were added to the Education Code, authorizing and reimbursing school districts offering special educational programs for mentally gifted minors. This Legislation and subsequently adopted rules and regulations contained in the California Administrative Code, Title 5, Education, Sections 199.10-199.13, define mentally gifted minors as "primary or secondary students of this state who demonstrate such general intellectual capacity as to place him within the top two percent of all students having achieved his school grade throughout the state" and establish minimum standards for identifying pupils and establishing and conducting educational programs.

Unquestionably, school districts offering special programs for mentally gifted minors have complied with the law and rules and regulations. We have, in our files, "written plans" from every school district in the state offering a special program. These written plans typically outline the manner in which pupils are screened and identified, and outlined:

the general goals pupils are expected to achieve in the program,
special educational activities carried on as a part of the program,
the special facilities and materials used in connection with the program, and
the methods used in evaluating the success of the program.

This Legislation also authorized the establishment of state level consultant services which since that time have: (1) promoted, developed and improved educational programs for gifted children and youth; (2) supervised and coordinated programs, and (3) evaluated programs, conducted research and disseminated information describing trends as well as providing suggestions for educational program innovation and improvement.

Since no special research and evaluation funds were available, the California State Department of Education applied for and obtained a Cooperative Research Program Grant to establish demonstration and dissemination centers in school districts. The Los Angeles Unified, Pasadena Unified, Lompoc Unified, Davis Unified, San Juan Unified and Ravenswood Elementary School Disttricts were chosen as demonstration centers and helped to develop and export unique program guidelines including: (1) enrichment programs for use in the regular classroom with guidelines in critical appreciation of the fine arts, scientific methodology, and creative expression thr-ugh the use of literary materials, (2) a summer school acceleration program which accomplishes the advanced placement of elementary school pupils without skipping of crucial units of work, (3) a special counseling program which enables junior high school students to probe deeply into their own value orientation as well as the ethical and moral content in their curriculum, and (4) special classes for the gifted which design, refine and utilize especially designed curriculum content in all areas of study.

Pupil participation in mentally gifted minor programs has increased spectacularly over the past five years. During the 1961-62 fiscal year, 38,705 mentally gifted pupils participated in approved programs. By the 1964-65 fiscal year, the number of pupils in approved programs had reached 88,949. Since 1962, school districts have tended to limit excess cost expenditures to funds reimbursable through state excess cost reimbursement. During the 1961-62 school year, the average school district at least matched the excess cost monies reimbursable through state funds. Program costs differed considerably depending upon the type of program conducted. It was found that, of the six types of programs maintained by school districts, advanced classes (acceleration), special counseling programs, and special classes organized for gifted pupils were the most expensive to conduct. Enrichment programs in the regular classroom, courses by mail or special tutoring and classes for high school students attending college classes were more economical. In 1963, it was estimated that an excess cost of reimbursement program with two levels of reimbursement might more equitably meet the financial needs of school districts offering different kinds of programs. The first price tag which should range from $60 to $120 would be for programs such as enrichment in the regular classroom which may be thought of as "part-time" programs. The second type of program such as special classes, advanced classes or acceleration needed an excess cost reimbursement level of from $120 to $240.[2] The first figure would represent a minimum level of support. The latter figure includes reasonable amounts of money for consultant services, program evaluation and development.

The current lack of sufficient funds to conduct more complex programs has artificially promoted the so-called "enrichment" programs in the regular classroom. Obviously, "enrichment" programs may be conducted on "a shoestring." Such programs may be supplemented with only a few additional books for use by the students. However, any program, including "enrichment" programs require special consultant services for program planning, tryout and refinement; extensive purchase of special books, equipment and materials not ordinarily required at a given grade level; special instructional services such as provision for reduction in class size for the highly gifted, special tutoring services, reserve or resource teachers, and the hiring of special content teachers for specific teaching tasks.

In spite of the financial problems discussed, various sources of evaluative material indicate clearly that special educational programs for gifted pupils in California have not only been eminently successful, but have profoundly influenced curriculum construction, classroom practice and promoted the modern trend toward individualized instruction. Professional educators have consistently indicated the need for: (1) Higher levels of financial support including reinterpretation of the rules and regulations describing teacher salary inclusion in excess cost claims and the need for financial support of capital outlay and school building items as well as instructional services, (2) a liberalization of the criteria defining a "mentally gifted minor" in order to include a greater proportion of local judgment, and (3) the need for "special project funds" for the development of unique programs, educational demonstrations and teacher training.

Feedback from participating pupils, obtained through district level evaluation studies and interviews with these pupils, has indicated clearly that by and large students are satisfied with the special educational programs offered. However, gifted students tend to request more flexibility and complexity in their program designs. For example, elementary gifted pupils typically request more free time for laboratory work, library visitations and individual projects and programming. Junior high and high school students tend to request more seminars, counseling activities, and advanced placement opportunities than is ordinarily included in their current programs. High school gifted students, if given more free choice in their program, would probably select more courses in the humanities, foreign language and social science areas than are now available in existing curriculum offerings.

UNSOLVED ISSUES AND PROBLEMS

The mentally gifted minor program is perhaps the only one in the state based upon clearcut experimental findings demonstrating growth in achievement and other areas of maturity. Moreoever, the mentally gifted minor program is the only large scale educational program in the state with built-in evaluation guidelines. Practically every school district offering a program for mentally gifted minors systematically evaluates this program at least once a year. No such evidence exists for any other educational program in the state. However, it would be unfair to examine the mentally gifted minor program as if it were one which is sufficiently supported enabling all aspects of program planning, tryout, evaluation and refinement to be fully developed. In good faith, school districts began programs in fiscal 1961-62 in the expectation that state reimbursement levels would be increased to $200 the following year. Additional state support was not forthcoming; local financial pressures dictated trimming of all educational programs not equitably supported by state funds; over the course of a five-year period the average school district was forced to trim the mentally gifted minor program support to a level which could be justified to their local board as reimbursable through state excess cost support monies. Therefore, the overriding issue to be solved with regard to mentally gifted minor programs is: Will the State Legislature proceed to financially support this special educational program which its own State Study proved was beneficial for gifted students and cost $40 per pupil for identification and at least $200 for the operation of a quality educational program?

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[2] "A Progress Report of Programs for Mentally Gifted Minors in California Schools Covering the 1961-1962 School Year," California Schools, XXXIV, No. 3 (March 1963).

The following list of unsolved issues and problems is not intended to be exhaustive. However, full development of mentally gifted minor programs will require solution of most of the following problems:

1. While the most pressing financial need of mentally gifted minor programs is for a more realistic excess expense reimbursement to a level of $200, there still remains the needs for capital outlays. Specifically, highly gifted elementary school pupils require reduced class size requiring more classroom floor space, full library facilities, laboratory classrooms and a vast array of scientific and other equipment not ordinarily required in elementary schools. It is appalling to consider how many young minds are now arrested in their development for lack of encyclopedias, microscopes, library and laboratory facilities and other necessary building and equipment items necessary for their full education.

2. Two somewhat contradictory, yet equally compelling, philosophical goals for talent development programs must be resolved. The Legislature could help to resolve the issues of talent development by incorporating a statement of intent in any new mentally gifted minor or other talent development legislation. On the one hand, gifted and talented students represent an indispensable and strategic national resource. However, viewed from an extreme standpoint this might lead to the exploitation of the gifted individual without regard for his own desires and personal goals. On the other hand, American education has traditionally been dedicated to the full intellectual development of every student in keeping with his natural endowment. Taken to its extreme expression, egalitarianism frequently results in the deliberate handicapping of the bright and talented by denying them advanced materials and instruction in order to maintain an artifical and superimposed "equality" in the classroom. We must be courageous enough to defend the elementary philosophy of Western Man which has always been the ultimate development, fulfillment and expression of the individual man. We must stop being embarrassed by the fact that the most productive, beautiful and inventive expressions flow from our gifted individuals. We should do everything in our power to enhance this expression, and incidentally reap considerable cultural rewards not only for our gifted individuals but for our society as a whole.

3. In order to accomplish the grand goal of "total talent development," it will be necessary to train and utilize qualified, intelligent and scholarly teachers.

Currently, many well-motivated school districts cannot implement meaningful programs for mentally gifted minors simply because they do not have the teaching staff to do so. Many districts compensate for this by organizing community resources and specialists in such a way that classroom instruction can benefit from the subject matter competency of parents, businessmen, scientists and professionals in the community at large. For the past three years, the California State Department of Education through Project Talent has sponsored summer workshops for teachers in the gifted in such institutions as Sacramento State College and California State College at Los Angeles. Evaluation of these workshops has been encouraging. The more than 500 teachers attending these workshops, it must be emphasized at their own expense, indicated unanimously that their "attitudes toward gifted children had changed substantially." Furthermore, the vast majority of these teachers indicated through evaluation forms and followup correspondence that their classroom instruction had benefited in two major respects: (1) their instruction now included far more breadth and depth in subject matter content from areas not ordinarily included at their grade level, and (2) their teaching was now designed to stimulate higher level thinking processes in their gifted students as opposed to mere memorization.

4. How are sound educational programs invented, refined and evaluated? Half in despair, many school administrators are beginning to believe that the Legislature assumes such quality programs are heavenly gifts. On the contrary, quality programs must be developed by hard working curriculum specialists, over a considerable period of time, and aided by research specialists and others capable of evaluating specific aspects of the new program in terms of its demonstrable behavioral outcomes on students. The mentally gifted require curriculum which is both quantitatively and qualitatively more advanced. Such curriculum benefits the whole school population by pointing the way toward highly innovative teaching techniques and content. The teaching of such contents as anthropology, economics, chemistry, mathematical logic and a whole array of other contents for use in the elementary school were initiated for the gifted and spread in their usefulness to other types of students. Special funds, perhaps available through project-type applications are needed by school districts in order to adequately plan, administer and evaluate special educational programs for the gifted.

5. There is need for a thorough study of the Education Code to identify all contradictory legislation which obstructs full scale development and implementation of programs for mentally gifted minors. One such area is that of teacher credentials. Administrators frequently find a rare teacher capable of instructing higher level content in foreign language, philosophy, science or other scholarly area only to discover he possesses only a secondary school credential. Without considerable unnecessary additional schooling, it is impossible for this well-qualified teacher to instruct elementary school gifted pupils. We must face the reality that the teaching skills required of teachers of the gifted are far different, specifically more scholarly, than the teaching skills required of ordinary teachers. Another crucial area is that of prescribed courses of study. For example, the rather rigid requirements spelled out in Education Code Section 7604 describing the course of study in elementary schools has dubious value for gifted pupils and next to no value for highly gifted pupils. The highly gifted pupil arrives in the elementary school usually literate, advanced five or more grade levels and mature and sophisticated well beyond his chronological age. It is simply silly to insist that he requires elementary reading, writing, spelling and basic arithmetic. Even such subject areas as geography may be clearly inappropriate since he has already assimilated the basic knowledge necessary for rudimentary geographical understandings. What he really requires is an advanced curriculum in literature and creative writing as opposed to basic reading or writing and spelling; advanced studies in mathematics and logic as opposed to basic arithmetic; advanced studies in various scientific disciplines as

opposed to health or natural science; formal introduction to the advanced disciplines of the social sciences including economics as opposed to basic history or geography.

6. Does the California Legislature desire an educational emphasis upon total talent development or the maintenance of a mediocre status quo with resultant homogenization of student capability and productivity? If they desire an emphasis upon total talent development as an overall state goal, then it follows logically that the mentally gifted minor program should represent only a beginning. California is one of the few states in the union with a clearcut potentiality for greatness in cultural, scientific and educational pre-eminence. General cultural excellence has been historically linked with those societies willing to invest heavily not only in their intellectuals, but also in their creative artists, master technicians, writers, musicians and the whole range of human talent.

7. If "total talent development" were to become an overall Legislative goal of California education, then it would be necessary to implement state level leadership services to include curriculum specialists in all of the subject matter disciplines, research consultants to carry out the many recommendations for total studies of the full range of human talent in our state, and implementing the existing consultancies for mentally gifted minors with other specialists in such areas as "giftedness in the creative and expressive arts." Your chairman has asked "What is the relationship of the gifted program to the total task of educating all children within the state?" The answer is that our present mentally gifted minor programs serve as a motivating force toward excellence in the development of innovative curriculum for all children. If the Legislature will follow through this first attempt toward full talent development and utilization in our state and implement this program with equally important talent development programs in specific scholarly areas, the arts, the sciences, and the technical-industrial skills areas, they will probably propel California toward its "Golden Age."

8. It is important not to overlook the very special needs of our gifted youngsters who find themselves in rural areas. Typically, such youngsters find themselves in areas well endowed with natural surroundings with ample time for meditation. However, their yearning for cultural pursuits, library facilities, and other embellishments associated with urban areas can be quite frustrating. Moreover, since such youngsters are sparsely distributed, it is next to impossible to form classes or even "clusters" of such children in regular classroom settings. Therefore, more expensive types of programming such as special tutoring or counseling, long-range travel opportunities or attendance at other school systems or special schools might be necessary.

RECOMMENDATIONS

1. Increased financial support for the existing mentally gifted minor program is clearly indicated. The original State Study published in 1961 proved that the cost of identifying one mentally gifted minor was approximately $40. It was demonstrated that a program including such necessary services as curriculum consultants and resource teachers, such necessary supplemental materials as might be required by the particular program, and such related expenses as transportation, inservice training for teachers and counseling and tutoring services cost typically $200 per pupil per year. It should be emphasized that programs for mentally gifted minors differ in complexity and therefore program excess costs may vary tremendously. It is possible to "enrich" a pupil's program by purchasing a few books at a cost of less than $40 per pupil. By contrast, a highly gifted student may require individual tutoring at a cost in excess of $1500.

The so-called "average figures" collected since 1961, only demonstrate that school districts have been forced to curtail their expenditures because of the failure of the state to appropriate more monies for these programs and the well-known financial squeeze every school district has experienced lately. During the first year of program operation in which over 38,000 pupils were identified and placed in programs, the "average district" spent nearly $90 per pupil on the average while being reimbursed by the state for only $40. Last year this "average figure" dropped to approximately $60. This figure does not represent an educationally sound level for supporting programs for mentally gifted minors. Simple arithmetic, sprinkled with common sense, would indicate that a special counseling program providing each gifted student with only one hour of counseling per week for the year would cost a minimum of $170.

2. Supplemental monies for teacher training are needed in the form of grants to teachers of the mentally gifted for summer school and advanced education as well as special incentives for inservice training programs for teachers of the gifted. AB-1728, introduced March 10, 1965 would have provided "grants to teachers of mentally gifted and educationally handicapped minors." The portion relating to teachers of the mentally gifted was never passed. Such teacher grants are needed now more than ever.

3. Excess cost reimbursement for this program needs to be placed on a current basis. Such action might stimulate more financial input of local funds into these programs.

4. Programs for mentally gifted minors, especially at the elementary school level, require significant additional capital outlays. Perhaps parallel legislation for the gifted with that now in existence for the mentally retarded, educationally handicapped and other groups of children is needed for the building of additional classroom, library and laboratory space. Also, the equipment needs of gifted students are extraordinary and tax the limited funds available for this purpose in a normal school district budget. Specifically, an exception needs to be made in the case of the gifted to allow for more than expenses for instruction. All manner of new equipment items are needed by the gifted student at much earlier levels of instruction.

5. Special funds for curriculum development, program demonstration, and the duplication and export of useful curriculum guidelines and materials are needed. Perhaps such a program could be patterned after NDEA projects. Except by using their own limited funds and resources, there is literally no way for excellent educational programs to be exported from one school district to another in California. The practicality and usefulness of model demonstration programs has been well proven by the appeal of California Project Talent demonstration districts including: Los Angeles Unified, Pasadena Unified, Lompoc Unified, San Juan Unified, Davis Unified, and the Ravenswood Elementary Districts.

6. There is a strategic need for a "statement of Legislative intent" for the mentally gifted minor program. Other recently adopted educational programs begin with such statement of Legislative intent. Does the Legislature wish to promote academic excellence, scholarliness, scientific and literary productivity? Is the Legislature concerned about our nation's manpower talent requirments? Is the Legislature aware of the relationship between our national talent pool and national survival? From a humanistic standpoint, does the Legislature wish to promote the development of every boy and girl to his fullest potential and level of creative expression? The existing legislation answers none of the questions. School districts need some clear philosophical guidelines.

7. We are indebted to Dr. R. L. Hunt and Dr. D. D. Bushnell, Brooks Foundation for this recommendation. They have asked, "What will the state's and nation's needs in terms of the academically talented be for the next fefteen years?" The recommendation is, simply, let's plan in earnest for the full development of our state's talented youngsters. Hunt and Bushnell have recommended that we "develop a permanent inquiry system that can make five-ten-and fifteen- year projections of talent needs on a continuing basis. Participants in the inquiry system might be drawn from business, industry, government, the arts and sciences."

   It is recommended that a statewide council on talent development needs to be created to include not only professional educators but also leaders from industry, government, the arts, and other productive fields of endeavor. The council would open innumerable channels of communication between the schools and the society as a whole. Currently, no agency is endeavoring to make serious inquiries into the cultural, scientific, artistic or social needs for leadership in tomorrow's world. The endorsement and creation of an all-state talent development council would profoundly influence and change not only education for the academically gifted, but would also upgrade the goals for educating all of the children within the state.

8. It is recommended that detailed studies be made of all financial needs of mentally gifted minor programs. As a preliminary step a "technical committee" of professional educators has been formed to study current programs and prepare cost data for the Legislature. The committee will attempt to differentiate costs of programs into categories (e.g., enrichment in the regular classroom versus special classes), compare rural versus urban program costs, and demonstrate other cost differentials where discovered. Also, they will endeavor to discover the costs of quality programs and programs which include costs not now allowable under the current rules and regulations.

APPENDIX B

Berkeley Unified School District

GIFTED PUPILS, GRADES 5 AND 6
January 23, 1967*

School	Total Enrollment	Gifted Pupils	Gifted Percent
Columbus	185	0	0
Franklin	241	3	1.2
Lincoln	175	0	0
Longfellow	239	2	0.8
	840	5	0.6
Jefferson	198	8	4.0
Washington	131	7	5.3
	329	15	4.6
Cragmont	275	67	24.4
Emerson	107	20	18.7
Hillside	155	35	22.6
Le Conte	120	17	14.2
John Muir	129	34	26.4
Oxford	110	22	20.0
Thousand Oaks	153	32	20.9
Whittier	122	19	15.6
	1171	246	21.0
	2340	266	11.4

*By June 1967, of 2319 fifth and sixth grade pupils, 306 or 13.2% had been identified as gifted.

APPENDIX C

Berkeley Unified School District

PUPILS MEETING STATE CRITERIA FOR MENTALLY GIFTED MINOR
Elementary Level

By School	1963-64	1964-65	1965-66	Nov. 30, 1966
Columbus	2	4	7	2
Cragmont	18	63	72	82
Emerson	13	21	30	27
Franklin	11	14	10	7
Hillside	4	57	63	58
Jefferson	4	5	5	10
John Muir	6	44	37	52
Le Conte	4	18	27	27
Lincoln	3	3	1	3
Longfellow	0	2	2	7
Oxford	12	29	43	45
Thousand Oaks	7	41	41	55
Washington	21	15	14	11
Whittier	14	25	32	32
TOTALS	119	341	384	418

By Grade	1963-64	1964-65	1965-66	Nov. 30, 1966
Grade 6	44	75	108	122
Grade 5	40	106	95	138
Grade 4	16	68	95	58
Grade 3	7	55	40	64
Grade 2	9	24	30	28
Grade 1	2	12	15	8
Kindergarten	1	1	1	-
TOTALS	119	341	384	418

APPENDIX D - BERKELEY'S HIGH POTENTIAL PROGRAM, 1928 - 1966

Berkeley Unified School District

The first recorded interest in the gifted child in Berkeley dates back to 1928. By 1931 a "Committee on Children with Special Abilities" had been formed which drew up criteria for the identification of gifted children, kept records on and evaluated the progress of gifted pupils in the Berkeley schools. Teachers were directed to give special enrichment to the gifted child. This committee functioned from 1931 through the early 1950's. During this period it made several recommendations, among which the more important were:

1. Establishment of uniform procedures for identifying the gifted. The definition offered was: at least 140 I.Q.; or special ability in art, music, speech or industrial dexterity, not necessarily with a high I.Q.

2. A special supervisor for the gifted should be added to the administrative staff to be responsible for stimulating and coordinating activities and special instructional programs for the gifted child.

3. School principals should take direct responsibility for evaluating the progress of gifted children.

4. Parents of proven gifted children should be invited to conferences with school personnel.

In April 1957, the Superintendent appointed a committee to reevaluate the program. On the basis of their recommendations the "High Potential" program was approved by the Board. The position of consulting teacher at the elementary level was established, and the elementary school program was piloted in three schools, the Board allocating $30,000 to the program for the year 1958-59.

The budget was not continued at that level. From 1959 to 1964 one consulting teacher assigned only part time attempted to guide efforts for the gifted in all 14 elementary schools. Various programs were tried experimentally in the junior and senior high schools, but few survived.

Since passage of legislation (AB 362) in 1961, the state has contributed $40 per year for each participating pupil. In 1964 the consulting teacher's assignment to the program became again full time, and the number of identified gifted children in the system, K-12, gradually increased from 364 in 1962 to 770 in 1966. In its report to the state for fiscal 1965-1966, the District described its program as consisting of enrichment in regular classes at the elementary level, of special classes in junior high school.

APPENDIX E - THE ELEMENTARY SCHOOL HIGH POTENTIAL PROGRAM

A Report To The Board Of Education, 12/6/66, Berkeley Unified School District

Had Proposition G failed to receive voter approval in the June election, there would be very little, indeed, to report this evening. Members of the board may recall that one of the main points made in our January report was that one full time consulting teacher was hardly adequate to meet the needs of what appeared to be as many as 700 gifted pupils distributed in the seven elementary school grades throughout Berkeley's 14 elementary and three primary schools. Everyone is surely now aware that the staff for the High Potential Program at the elementary school level has grown from that one consulting teacher to five full-time consulting teachers and one full-time school psychologist because of funds made available by the school tax increase. The purpose of this report, then, is to attempt to show how this larger staff has, in three short months, begun to make a difference.

For purposes of organization, let us focus on three areas: identification, services, and program development.

IDENTIFICATION

At the outset, we should understand that the district is using the narrow definition of giftedness imposed by the state in its criteria for excess cost reimbursement for programs for "mentally gifted minors." At the present time there is no state support for the special education of other kinds of gifted children. Except for 3% of the total who may be included on the basis of staff judgment, all children at the elementary school level must have an I.Q. of 130 or above on an individually administered test of intelligence if the district wishes to collect the $40 per year per child allowed.

In the area of identification, the impact of additional personnel has been dramatic. Through the efforts of Mrs. Pearl Richmond, staff psychologist assigned to the program, and the cooperation of all of the other school psychologists, 200 children have been tested as of November 30. This is over 40 more tests than were administered for the High Potential Program for the entire school year 1965-1966. (I remember reporting to you that only 55 such tests had been administered as of January 4 during the last school year.)

This brings the total number of pupils at the elementary school level with I.Q.'s of 130 or above to approximately 430, the highest figure yet recorded in the history of the High Potential Program. We have often said that we should be thinking of at least 700 such youngsters in Grades K-6. It appears that we may now have to raise our estimate to a figure more like 900-1000, somewhat over 10% of the elementary school enrollment. Based on present figures for 5th and 6th grades, 260 or 11% of the total have been so identified. (I think it noteworthy to add that of the 430 youngsters presently identified, 119 have I.Q.'s of 150 or above placing them among the nation's most highly gifted.)

Even this success story has not turned our heads, however. We are quite aware that we have a long way to go before we achieve a total screening process. Ideally, every child in the district should receive an individual evaluation of his mental ability, early in his school career; but, this is an expense few school districts can afford. Therefore, we must continue to rely on the regular classroom teacher referrals: they are made with impressive accuracy. Something like 84% of the pupils tested this year do, indeed, have an I.Q. of 130 or above; however, we have no way of knowing how many others with high potential do not get referred.)

A second problem is the identification of high potential among minority group children. Consulting teachers assigned to West Berkeley schools have been given the task of establishing criteria other than test scores for the identification of high potential at as early an age as possible. We are aware, too, that there are large numbers of bi-lingual children in Berkeley who are handicapped in presently used tests. We have not solved this problem, but we are working on it.

SERVICES

Clearly six people serving the elementary schools in place of one have been able to reach more pupils, more teachers, and more parents. Of all the services we offered to the schools in the beginning of the term, the one most frequently requested was that we work directly with individuals or groups of high potential pupils. The consulting teachers are now, on the average, teaching 20 hours out of a total of 25 teaching hours per week and in the process are meeting with something like 150 boys and girls. This has obviously made us ineffective in the consultant role, which, in the long run, might lead to better developed programs in each school.

The addition of a school psychologist to the staff has given us hope of establishing elementary school counseling for the gifted child and his parents. Members of the board may recall that one of our concerns last year was the high percent of high I.Q. pupils who were not achieving at a reasonable expectation level. We sometimes call them the "underachievers." While this service is still largely in the dream stage, we can report that a far better job of test reporting is being done. Heretofore, the responsibility for discussing test results with parents was not established. Now, unless the principal of the school or the testing psychologist wishes to do so himself, members of the High Potential staff contact the parents of every child tested for the program.

PROGRAM DEVELOPMENT

As we consulting teachers meet at the end of each week, we become more and more aware that each elementary school in Berkeley has unique needs in terms of the development of a high potential "program". These schools vary so much in size, pupil composition, and organization that we despair of designing a single program for the district suitable for each school. Then, if you consider the diverse needs of the children identified as high potential pupils, you must surely concede that "the program" must be flexible and may actually need to be several programs. We are greatly concerned, for example, about the 119 youngsters with I.Q.'s of 150 or above. These children are so atypical that their educational needs may never be met in the regular classroom. We are greatly concerned as well about gifted children born in socio-economic groups that have not been able to provide the richness of experience that these youngsters must have if they are to utilize their gifts effectively.

It is, however, rather obvious to all of us that, as much as we enjoy this part of our job, the program must be more than the classes in which we work with a child no more than an hour or two a week. Furthermore, the five of us are not able to reach every child identified as gifted on our dizzy rounds. We are now talking about such large numbers of pupils that it is clear that several school staffs must now consider the development of the high potential program with us as a major focus of total staff planning. We hope that as the year proceeds this will be done.

APPENDIX F - HIGH POTENTIAL PROGRAM, SECONDARY LEVEL

Berkeley Unified School District - Report To The Board of Education, December 6, 1966

At the secondary level, much attention is being directed toward the development of a "Berkeley" definition of giftedness. It is intended that this definition will include but not be limited to the State criteria for qualifying and placing students in gifted programs. It is hoped that considerable attention can be given to talent and creativity development, as well as to underachievement. With respect to underachievement, students are being considered for individual tutoring and personal support based on teacher and counselor recommendations and, hopefully, (for some at least) individual testing.

In the light of previous experience in Berkeley with programs for gifted students, care is being exercised in the planning and development of courses. Appropriate additions to the learning experiences provided in regular classes are being planned. Advanced placement classes are being considered for addition to the current Berkeley High School curricula. This is especially needed. Continuity of appropriate offerings through various grade levels is being sought. Many school districts offer excellent programs for intellectually capable students at particular levels. We hope to develop appropriate offerings at several or, hopefully, all levels, and to more closely coordinate transitions from level to level, e.g., 6th to 7th grade, etc.

Much of the work of curriculum development or revision will be done by the various teachers and department heads involved in the program. In addition to Milton Loney, coordinator (half-time), the following staff increases have been made. At Berkeley High, William A. Kennedy, English instructor, is devoting half-time to identifying and following up high potential students of minority races. He is assisted by two other English teachers on a limited basis. It is expected that staff members from other departments will later assist in this effort. Also at Berkeley High, three teachers from the history department have been given one period each for co-planning their work for high potential youngsters. This practice is to be extended to other departments.

West Campus and Willard each expect a half-time faculty member to increase its staff for honors students. Garfield, through the addition of one full-time teacher, has already increased the number of its honors sections. West Campus grants released time to Miss Marjorie Ramsey as coordinator of the honors program, and Willard to Mr. Cecil Burke, who is also head counselor. At Garfield, Vice-Principal Thomas Parker and Mr. Edward Dunkum of the English Department are interim coordinators for the school, over and above their regular assignments, until a firm plan can be worked out. An expanded program in the performing arts at the secondary level will also give students an opportunity to develop special abilities.

Prior to tax increase, the lack of financing did not permit organization and coordination of the High Potential Program. It now has:

Coordination of Program

One half-time coordinator, grades 7 - 12

Berkeley High School

One half-time coordinator, grades 10 - 12, for promising minority group students
Curriculum Development - 2 teaching periods - English Department
Tutoring Students - 3 teaching periods - English Department (minority students)
Planning program - 3 teaching periods - History Department

Tutoring Students - 2 teaching periods - History Department (minority students)
One teaching position - unfilled - Science Department
One teaching position - unfilled - Math Department

West Campus - a half-time coordinator, grades 9

Garfield - a half-time coordinator, grades 7 - 8 (unfilled)

Willard - equivalent of half-time coordinator, grades 7 - 8 (unfilled)

Classes in the following subjects (including honors sections) devoted to High Potential class instruction, in addition to the foregoing, are as follows:

School	Subject	Grade	No. of Periods	
Garfield	English	7th & 8th	5	Enriched
	Mathematics	7th & 8th	4	"
	History	7th & 8th	3	"
	Music	8th	1	"
	Science	7th	1	"
Willard	English	7th & 8th	3	"
	Mathematics	7th & 8th	3	"
	History	7th & 8th	2	"
	Science	7th	2	"
	Seminar	7th & 8th	2	"
West Campus	English	9th	7	"
	History	9th	3	"
	Mathematics	9th	2	Accelerated
Berkeley High	English VIII		6	Enriched
	English VI.1		1	"
	Envlish V.1		2	"
	History			
	Oriental		1	"
	California		1	"
	Foreign Language			
	French VII		1	Enriched
	French VIII		1	"
	German VI & VII		1	"
	Latin VII & VIII (combined)		1	"
	Spanish VIII & IX		1	"
	Spanish VII		1	"
	Mathematics Anal. I		1	"
	Mathematics Anal. II		1	"
	Science			
	Harvard Physics (double pd.)		1 two-period	Enriched
	*Adv. Biology II " "		1 two-period	Accelerated
	*Adv. Biology I " "		2 two-period	"

*To be considered offering for gifted students of only 10th graders placed in these classes.

APPENDIX G - HIGH POTENTIAL PROGRAM

Berkeley Unified School District, 1966-1967 Budget

Teachers and psychologist 9.1 positions	$75,587
Instructional supplies	10,640
Proration of indirect costs	7,000
	$93,227

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COMMITTEE II - SPECIAL EDUCATION AND SPECIAL SERVICES

REPORT ON BLIND AND VISUALLY HANDICAPPED CHILDREN

Special education is not truly SPECIAL but is rather an outgrowth of our recognition of individual differences. When we are able successfully to break down the artificial frame of reference of SPECIAL, as related to the individual child, we will finally be able to emphasize the true similarities of all children - each with his own needs, potential and goals. Only then will we break through the preconceptions of peers, staff, and community and be in a position to direct ourselves to the stated aims of good education. These aims which are addressed to the realization of one's educational potential as well as to a satisfactory and productive adjustment to life.

Data collected throughout the country in various school systems, and findings of many research projects, give evidence that the resource room program approach which has been integrated into the Berkeley Public School system over the past 10 years, offers the best general solution toward meeting the educational needs of the blind and partially sighted child.

Among the vast areas of individual differences in children, the degree of vision is an easily recognized variable. Along the scale of the continuum, we find children ranging from so-called normal vision to total blindness. At various intervals within this range, a percentage of children, in order to function in an educational facility, require specific resources for the development of their individual learning skills. An examination of the existing program indicates the need for reappraisal of the following areas in the program.

PRESCHOOL ENROLLMENT

1. Cooperation with the Public Health Department for early identification, family history, etc., and referral to the school department through the Public Health Nurse.

2. Immediate home contact by the school Guidance Department to counsel parents and encourage consideration for enrollment into the preschool program which includes parent participation.

3. Liaison between counselor and preschool program teacher preparatory to admission as well as during the school experience of the child.

Early and continuing counseling is essential since the attitudes and acceptance of the child by the family and the community are the basic roots of this child's own feelings about himself and are major factors in determining his total adjustment.

To achieve this end, the school should avail itself of existing community, state and federal resources and acknowledge a team approach for cooperation and consultation.

SCREENING COMMITTEE FOR ENTRANCE INTO ELEMENTARY SCHOOL

1. To determine the readiness of the child for the public school program.

2. Composition of the Committee should consider the following personnel:
    a. Psychologist - for mental, social and emotional readiness.
    b. Public Health Nurse - for family, medical and social history.
    c. Counselor - to help determine experiential background and needs.
    d. Preschool teacher - if child attended preschool program, this teacher can be a most valuable guide.
    e. Parents - to help express their expectations of the child and receive information regarding readiness, placement, possible potential, etc.
    f. Private or school physician with medical findings and interpretation of degree of visual problem as well as general physical abilities.
    g. Resource room teacher in primary program whose background can help guide above personnel.
    h. Principal of primary school) For initial contact and understanding of the
    i. Primary school teacher) individual needs of this child and acceptance) with a positive attitude.

In moving toward the success of the total program, it is imperative that the Committee and school system recognize that it is not the function of the resource room teacher to baby-sit or perform such services as should have been learned through the preschool or home experiences which have been made available through early case-finding and guidance.

In dealing with the multiple-handicapped child in which some degree of blindness is a factor, priorities must be set to determine which program is best suited for the child. Under some conditions, it must be recognized that the public school may not offer the maximum environment for total development, and other community or state programs will be more beneficial.

PERSONNEL

1. Classroom Teacher and Administration - An understanding of the total program by the faculty is required for the success of the program and for the development of positive attitudes throughout the school. There should also be an understanding of the special physical, social and psychological needs of the visually handicapped child; for example:
    a. Seating, lighting, recognition of extra time necessary for tests, acceptance of visual aids, etc.
    b. Adequate space in the classroom for such educational aids as Braille and large print books, etc.
    c. Active participation in games, recess and all social activities.
    d. Equal opportunities during tests; i.e., materials, time consideration.
    e. Creative use of all perceptual dimensions to assist children to achieve their most efficient "learning style".
    f. Flexibility in regard to time spent in the resource room and with the resource teacher, according to need.

2. **Function of the Resource Teacher**

    a. Adequate time and channels for inter-departmental communications and liaison with teachers, counselors, or other personnel for coordination and understanding of needs and plans of the student.

    b. Flexibility in programing to assist students, staff, etc., for those situations requiring extra time considerations.

    c. To teach children those specific needs as indicated by their particular handicap as Braille, typing, etc.

    d. Make available through varying sources such materials necessary for education of blind and visually handicapped children such as maps, models, tape recorders, etc.

    e. Development of community resources for preparation of materials, etc., both paid and volunteer, as the teacher deems necessary.

    f. Familiarization to total school staff and students, of the resource room and its function.

    g. To be aware of and encourage the unexplored potential of the dynamic relationship that can be developed as a result of using fellow students as readers and helpers for the visually handicapped child. This practice is just beginning to be recognized as a positive teaching aid.

    h. Assist with program planning of visually handicapped students for coordination of resource room time and to have required material available at the beginning of each new semester.

3. **Counselor**

    a. Should have close liaison with the resource room teacher, classroom teacher, parent and any other relevant agencies or private resources dealing with the child and family.

    b. Should recognize and make constructive use of local, state and federal funds and facilities available to blind and visually handicapped students.

    c. Should coordinate a team structured evaluation conference on each child in the program at least once a year, and more if indicated, to determine if all forces are aiming toward the maximum potential of the child.

THE RESOURCE ROOM

1. The physical environment should have those facilities needed for the development of skills as required by the child for maintaining the standards set by the educational plan for all children.

2. The room should be easily accessible to the students requiring its use.

3. It should be adequate in size to house equipment, material, teacher, students, assistant and readers.

4. It should be designed to allow for individual use of tape recorders, readers, etc., as necessary as the child progresses to the secondary levels of education.

5. Because this may be the only place the visually handicapped student can perform with necessary equipment and guidance, considerations of privacy and quiet must be inclusive in planning for this area.

RECOMMENDATIONS

1. Explore the use of ungraded classes, team teaching, flexible programing, adequate counseling and recognition of the individual child in order to include the needs of the visually handicapped.

2. Allow time for teacher participation in regional and national workshops as well as in-service training programs dealing with problems of blind and partially sighted students.

3. Allow time, incentive and encouragement to investigate new equipment, materials and techniques which are being developed for more effective methods of educating blind and partially sighted children. Some of these are the electronic reading devices, compressed speech, cartridge tape recordings, visual aids, etc.

4. Make provision for increased utilization of community resources such as the University of California subnormal vision clinic staff and facilities, Presbyterian Hospital Eye Research Institute, as well as national experimental studies to aid the education of these children.

5. Develop a planned partnership between the programs in the schools and vocational rehabilitation. Vocational rehabilitation should become involved with the ongoing academic curriculum and training programs for visually handicapped children at all levels. This will enable routing toward college or job training and placement on a continuous basis. The current scheme is one of chance rather than directed action. The School and the Department of Vocational Rehabilitation are two agencies that should supplement each other, along with other team members, instead of operating as isolated islands.

The educational park would be an excellent medium to incorporate many of the aforementioned programs. Availability of all of the school districts' specialists in a single location seems to offer more efficient use of personnel and plant, thereby offering a broader curriculum and greater variety of experiences for the children involved. A more expanded and comprehensive educational plan should be a positive result.

As today's educational experiments become the pattern of education, the children within the resource room program, as well as all school children, will reap the benefits of this broader plan.

COMMITTEE II - SPECIAL EDUCATION AND SPECIAL SERVICES

REPORT ON THE PHYSICALLY HANDICAPPED CHILD

In the Berkeley Unified School District there are varying numbers of children each year who have varying degrees of physical disabilities. Orthopedic handicaps probably account for the greatest number of the physically handicapped. Cardiac diseases, chronic infectious diseases (i.e. tuberculosis), neuromuscular diseases (i.e., muscular dystrophy, poliomyelites and cerebral palsy) are some of the other physically handicapping conditions encountered in school children.

The school district must provide education for these children in the regular schools, in medical institutions, or in the home as the situation requires.

Special provisions should be made for physically handicapped children wherever they can best be served. There are children with mild disabilities who can partake in all activities of the regular school classes. However, there are children who are not able to stand the strenuous play and other recreational activities of the average child and who need additional physical care. The factors of safety and of physical limitations are ever-present. These children cannot fully participate in the social, educational and pre-vocational aspects of the regular school. These children may best be served in a hospital for a period of time, in a convalescent home, in a residential school, at home, in a special day school, or in a special unit in a regular school building. All special education facilities, geared to the particular needs of such children, should be supplied.

Special teachers must be provided by the district to teach hospitalized physically handicapped children. These teachers may be provided in conjunction with other school districts since there may be hospitalization of many of the Berkeley District's school children in hospitals outside the district and vice versa. The child is taught at the bedside if the child cannot be moved, or perhaps with a group of children whose needs are similar and whose beds can be brought together for this purpose. Under these circumstances the teachers must carry with them the equipment and teaching materials required for these children. For children who can be moved in wheelchairs or who are ambulatory may be taught in a classroom set up in the hospital. In such a classroom the setup may closely approximate a regular classroom situation.

Special schools for the physically handicapped are available in many cities of our country. Uses are made of all types of special equipment needed for many of the physically handicapped. Hopefully, the vast majority of the physically handicapped will be educated in special classes set up in regular public school buildings. Equipment, transportation, lower pupil-teacher ratios, and special programming are vital to their special needs and are met on an individual basis.

Flexibility of approach must be ever present on the part of all who work with the physically handicapped so that they may be guided toward total security and toward the utilization of their potential to the utmost. The conference method, or "team" approach, can best accomplish this purpose since it is all inclusive. The teacher, physician, therapist, all have a role to play in achieving an effective program.

The medical aspects of a program for the physically handicapped center around recommendations made by the child's physician. He should make clear the necessary limitations of activity in the physical education program. The teacher should modify the physical education program with adaptations of sports, games and dances. Time is taken out of classroom work so that the child can go out for medical, surgical, or physiotherapeutic treatment. On his return to class he is given an individualized program by the teacher who plans for his eventual functioning at his maximum.

Ideally the child with a physical handicap should attend classes on the ground or street level of school buildings. Otherwise ramps (for wheelchairs, crutches), elevators or special lifts should be made available for these children to ascend to higher level school rooms. The heating, lighting, ventilation and wall coloring should follow the best known standards. The classrooms should be equipped with wash basins, large wardrobes, recessed radiation, movable furniture, and composition floors for safety and elimination of possible hazards. Toilets should be arranged adjacent to the special classroom for the physically handicapped and on the same floor level. The need for a special program with extra rest hours on a cot and with blanket in a quiet, restful room ideally calls for a second room set aside for this purpose. Restful music via radio is a nice addition to pictures, toys, pleasant curtains and good window shades. It must be remembered that space is necessary to store wheelchairs, canes and crutches.

Extra and/or special nutrition is often necessary for the physically handicapped child at mid-morning and mid-afternoon periods. The opportunity for socialization at hot lunches supervised by teachers will enhance the program of special services to the physically handicapped child.

There should be special supervision and protection given to the physically handicapped child on the playgrounds and in the gymnasium. Special railings may be necessary in hallway and play areas for safety of the physically handicapped child.

Transportation for the physically handicapped may be needed and can be provided by special cars, station wagons or school buses. This can be arranged to facilitate easy access to the school and to the various treatment centers. Special furniture in the school can be built or revamped to accommodate crutches, braces and canes, and wide enough space between desks, tables, and bookcases for free motion should be planned.

Special teachers who are oriented to the nature of physical handicaps are essential. Special education practices in graduate schools and colleges must give training both in educational as well as in psychological factors involved. Teachers trained to function well in a hospital situation, a convalescent home or in the home situation, as well as in the schoolroom, is the ultimate. Teachers trained to work effectively with the team of physicians, physiotherapist and other para-medical personnel in working with physically handicapped children is necessary. The teacher, no matter in what situation he is charged with teaching the physically handicapped child, must be prepared to function most effectively in the chain of events that will lead to gaining the educational goals and achievements that are feasible for any given child.

It is understood that the curriculum for the physically handicapped child - though in special classroom arrangements - must be equal to that for the normal child of the same achievement level. By necessity additional learning situations are offered in the physical health area of the curriculum; more individual teaching and smaller working groups are advisable so that each child will function from his own base line of achievement. If it can be arranged, a double set of books should be made available so that one set may be kept at home for study and other used at school.

The length of the "school day" may be quite variable for the physically handicapped child depending upon his degree of handicap. Thus the level of achievements for chronological ages may be considerably different than those for the normal child.

Educational and/or vocational guidance counselors attached to the elementary and/or high schools are necessary to implement a successful program for the physically handicapped. State and local rehabilitation programs should provide help in making such personnel available in the school district. These personnel should be well trained in the need for a thorough knowledge of the skills and training, interest and abilities, special physical and mental limitations of each handicapped child, and should be well trained in the psychology of the physically handicapped. He should be available at all times to discuss and direct these children in terms of their physical and mental equipment. He should visit the child's home, hospital or convalescent home and follow his progress there as well as in the regular school. It is advisable and highly desirable that he meet with the parents and offer realistic counseling concerning jobs and the cost of training in relation to the socio-economic status of the family, and explain these factors not only to the parent but to the child. He should be able to appraise records and analyze opportunities for the physically handicapped through federal, state, and community services. He should serve to interpret the training, results of tests and the strength and limitations of the physically handicapped child to placement bureaus and employment agencies to which will emerge the physically handicapped often upon graduating from public schools, or to introduce the graduate to possibilities of areas for higher education beyond high school. Much of such orientation and education that can be given by the education and guidance counselors will help the physically handicapped child throughout public school life to feel a greater personal and social adjustment. This must surely follow into his life of employment or further education after public school (high school) life.

To accomplish the above, the guidance counselors can invite representatives of various industries to discuss possibilities of employment with these students. Where this is not possible, he can assist the student in placing him in sheltered workshop situations. Publicity in industrial and commercial establishments is a very important phase of his work so that these students can become known and proved to be capable workers. Cooperative training programs can be utilized for those students who show ability and whose general health status permits such. On-the-job training is a good method in aiding these students in becoming self-sustaining members of the community.

Community agencies should be constantly utilized in the training and working with the physically handicapped children. This is highly important since often the community agencies will be the continuing organized services available for aid to the physically handicapped as needed after the school services have been completed.

Parents of the physically handicapped child will need repeated assurance that the educational program for the child is in full accord with the child's medical needs and that these are being met to the fullest extent within the child's limitations. Parent counseling with all individuals that are involved in their child's program is urgent and periodic sessions should be held to inform the parents of the program in which the child is involved. Seminars and workshops re above mentioned educational and vocational counseling could effectively involve the parents. Psychological services should include and be extended to parents of the physically handicapped children. These may be in the form of group discussion and group therapy for sound family relationships.

The general public should be informed of the school programs for the physically handicapped via radio, television, the press and through parent-teacher organizations.

RECOMMENDATIONS

1. "Team" approach to define the needs of the physically handicapped child and to outline the special program to meet his needs.

2. To aim for the greatest possible achievement of the physically handicapped child by adequate programming by the school districts.

3. **Total programs for the physically handicapped child may involve maintenance of established classrooms in institutions (i.e., hospitals and convalescent homes).**

4. **Provide facilities and equipment in regular schools that will maximally accommodate the child with physical handicaps.**

5. **Adjust the school day to accommodate the special needs of the physically handicapped child.**

6. **Provide the same types of motivational and extra-curricular programs for the physically handicapped child as for normal children with the necessary adjustments to meet the special physical needs of the handicapped child.**

7. **With educational and guidance counselors incorporate a rich program for special counseling for the physically handicapped child and his parents. Utilize all programs for vocational rehabilitation.**

8. **A vigorous program of involvement of parents and guardians into the school program for the physically handicapped child.**

9. **Promote public relations programs relative to the school district's program with the physically handicapped.**

COMMITTEE II - SPECIAL EDUCATION AND SPECIAL SERVICES

REPORT ON SPEECH HANDICAPPED

Speech-handicapped school children make up the largest group of exceptional children in this country's school population. There are about three million of them.

Speech handicap is present if there is a defect in verbal self-expression or if there is inability for effective verbal communication.

The speech defect may be the main or only problem. The speech defect may be incidental to or independent of some other problem, but solving the other problem will not remove the speech difficulty.

Something else may be mistaken for a speech impairment. Some of the other problems sometimes confused with speech difficulties are as follows:

1. **Improper grammar**
2. **Incorrect pronunciation**
3. **Substandard ability to read, silently or orally**
4. **More or less habitual lack of preparation for class recitation**
5. **Certain types of personality maladjustment**
6. **Mental subnormality**

The specific speech condition, and the results to be achieved through speech correction, are to be viewed in relation to the child as a whole and to other problems, needs and types of training or special care. The different types of speech deficiencies generally found are as follows:

1. **Problems of articulation - most not due to organic causes.**
2. **Problems of voice - pitch, loudness or quality.**
3. **Stuttering - considered most often to be basically a psychological problem.**
4. **Retarded speech development.**
5. **Speech disturbances due to physical impairment; e.g., cleft palate and cerebral palsy.**
6. **Speech disturbances due to impaired hearing.**

The speech problem is often associated with specific organic factors, thus the child with a speech problem is often seen by members of a number of professions. Coordination of the findings and recommendations of the various consultants is not always satisfactorily achieved for the welfare of the speech handicapped child. Sometimes the recommendations may not agree, and this creates much confusion in planning for the child. A school guidance worker may work effectively with the medical specialists as a team to obtain a well-coordinated medical and educationally satisfactory program for the speech handicapped child.

TEACHERS OF THE SPEECH HANDICAPPED

The major work of special training needed by the speech handicapped in schools must be done by a speech therapist. There are basic requirements set for state certification of a speech therapist. The personal qualifications desirable in a therapist are much the same as for any other good teacher. The speech therapist

should be able to work well with others, develop rapport with children, work independently, take responsibilities, tolerate frustrations, and face problems realistically. Also, the therapist should be well adjusted, adaptable, and enthusiastic about speech therapy.

Every teacher is a teacher of speech whether she knows it or not. Since speech plays such an important part in the daily activities of a schoolroom, a knowledge of speech education is essential for the teacher. The teacher needs to:

1. Be a good speech model herself (himself).
2. Know how to conduct speech activities in her (his) own classroom.
3. Know how to recognize speech problems, and
4. Know how, or if, to help the speech handicapped child in the classroom.

The parent or relative may be important forces in the re-education process of the speech handicapped person. Factors which may have produced or added to the speech problem may still be operating outside of the schoolroom. The discussion of the part in the educational program of the speech handicapped children will center around: 1) the improvement of home influences, 2) learning about speech disorders, 3) cooperation with the teacher and speech therapist.

The educational program for the speech handicapped child is not much different from that for any other child enrolled in school. He needs extra help in order to compete favorably with his classmates who do not have speech handicaps. Usually, the child needs to be taken from the classroom for 20-30 minutes, twice a week, when the therapist gives him the kind of speech therapy which he needs. Except for the speech therapy periods a few times a week, the speech handicapped child takes the same course of subjects as the other children do.

The speech therapist usually works with the teacher to arrange a schedule for the child which will interfere least with his academic subjects. Because of the infrequent speech sessions which the therapist can direct, the cooperation of the teacher and the parent is highly necessary.

ADMINISTRATION IN SPEECH THERAPY

The administration of an established program (or a new program) of speech therapy in a school system presents many problems. Some of the major problems are as follows:

1. Securing an adequate supply of qualified speech therapists.
2. Maintenance of sufficient speech education in the regular classroom.
3. Making the total community aware of the need for speech services.
4. Adequate budget and space for these services in addition to regular school services.

Speech Therapists - The recruitment of speech therapists is needed as much as for any other type of teacher and possibly more since many people are not yet aware of speech therapy as a profession.

Speech Education in the Regular Classroom - Although many classroom teachers desire to help the children with speech problems, they usually have little or no training in speech. More of the teacher education colleges and universities are now requiring prospective teachers in the elementary schools to take courses in speech, including special courses in speech problems.

Community Awareness - Speech and hearing therapists may be available for a particular community, but the parents or administrators may be unready to accept speech therapy as a needed activity in the school curriculum. When the community is aware of the need, then and only then are they ready to take steps to take care of these needs.

Budget and Room - The Department of Education at the state level by state legislation has a plan in California, and some other states, to subsidize a part or all of the program on an "excess cost" basis.

It is known that it is not always easy to add new expenses to a community's budget, but once the community is aroused to the real need for the program, a way will be found to provide the necessary funds.

Unsatisfactory physical space must sometimes be used by the speech therapist in conducting the program. As such programs grow in acceptance by communities, the communities will rise to the task of providing adequate physical space which it finds necessary in providing for the program.

SUMMARY

A definition of speech handicap has been made, and types of handicaps in speech have been outlined.

In public schools state legislation permitting financial aid to speech-handicapped children has developed during the past twenty-five years.

The role of the regular classroom teacher, the speech therapist, the parent and relatives, the medical specialists, and other ancillary school personnel has been cited.

The major problems in administration of a speech therapy program have been outlined.

In conclusion, it must be stated that the educational program for the speech-handicapped person, except for the physically handicapped, is much the same as for anyone else.

RECOMMENDATIONS

1. A speech survey should be made under the direction of a certified speech therapist in preschool and early elementary grades. A speech survey should be made of all new students entering schools in the Berkeley District, at all grade levels with re-evaluation at any time when needed.

2. More emphasis should be given to speech therapy for high school students.

3. Inservice speech education or continuing education for teachers should be conducted by a teacher-oriented speech therapist.

4. **Further inservice training of teachers should be encouraged by obtaining and offering scholarship aid for such training in local colleges and universities. Teacher participation in local workshops and conferences dealing with speech problems should be encouraged.**

5. **Berkeley School District should maintain liaison with special speech therapy services in the community for referral and help with children with speech problems requiring intensive clinical help. Such services consist of:**

   Private speech therapists with advanced certification
   Crippled Children's Society
   Speech clinics in children's hospitals

6. **There should be planning for recruitment and use of more speech therapists in Berkeley schools with the ultimate goal of one speech therapist in each school or a maximum allowance of forty cases per week for each therapist.**

7. **There should be community and parent education programs relative to speech problems and the school program in dealing with them.**

8. **Berkeley School District should maintain close liaison with local universities and state colleges in research and study in all areas of speech pathology and problems. It is desirable that we gain more knowledge re: a) techniques, b) administration of programs, and c) evaluation of speech therapy in a progressing school program.**

COMMITTEE II - SPECIAL EDUCATION AND SPECIAL SERVICES

REPORT ON MENTAL RETARDATION SERVICES

In preparing a Berkeley School Master Plan for those children and young adults defined as retarded, staff persons were interviewed, and several meetings were held with groups of parents of children now in special classes for the retarded. Close liaison was also maintained with the Alameda County Council of Social Planning which has been conducting research and evaluating needs of the retarded for all types of services since 1962. A considerable body of material is available describing various types and degrees of retardation, and the growing number of techniques which are effective in increasing the performance and personal satisfactions of retardates.

It is hoped that the conclusions and recommendations of this report will assist the Committee on Special Education of the Berkeley School Master Plan in formulating general guidelines for the future of all special services.

The basic premise is that there is a group of needs common to all children. Among these are the need for individual attention, positive recognition, physical and mental stimulation, and skills for everyday living. These skills will assuredly involve reading, writing and arithmetic, but more time is spent by most humans in reading directions on labels, writing lists and buying groceries than in contemplating the abstracts of words and numbers.

The corollary is that every child at some time will need special educational services; whether they be individual music lessons, tutoring in math, or speech therapy.

Our concerns for the retarded are the same as for the normal child: That he become as economically and personally self-sufficient as possible. There must be differences in degree, as there are among all children, based on individual strengths and limitations, but there should be no difference in kind.

Arthur Pearl, who has worked extensively with retarded children, culturally deprived children and standards for teacher training, lists these as the provocative objectives for the education of the future:

1. Provide each person with a marketable skill with a range of choices.

2. Train each person to be a responsible citizen in a democratic society.

3. Develop each person as a culture carrier, either to perform himself or to respond to the beauty and knowledge created by others.

Dr. Pearl further maintains that education is now and must increasingly be recognized as the primary agent for change in our society, and for the preventive maintenance of mental health in each citizen.

If we operate in the belief that there is a continuum from the most retarded child, through all possible combinations of ability and handicap, to the most gifted child, we can eliminate many of the artificial categories that interfere with seeing each child as an individual. Only in this way can we help him to learn those things in which he may find personal success and satisfaction.

DEFINITIONS

Present definitions of retardation underscore the capacity for improved functioning of the retarded person in his daily living. This is supported by parents who generally feel that their retarded children are not working up to capacity, and that more could be expected of them by their teachers.

Intelligence quotients are no longer considered acceptable as the sole indicator for placing children in special classes for the retarded. They are evaluated jointly with individual tests in other aspects of behavior; particulary maturation in areas of self-help, motor development, emotional adjustment and socialization. A medical evaluation is also required by the State Education Code. For school purposes, an I.Q. result of 50-75 indicates that a child receive further testing for possible placement in a class for the Educable Mentally Retarded. A test result of 30-50 indicates possible placement in a class for Trainable Mentally Retarded. In each 1000 children born there will be one or two children so severely retarded that they will not be eligible for any public school program.

In relation to school programs, the EMR group profits from instruction in academic subjects, finding greater satisfaction in practical application than in theory. The great majority of EMRs blend unnoticed into the adult world, finding jobs, marrying, and maintaining their own homes. Due to their limitations, employment is often sporadic and in low-skill jobs. They are aware of their differences from other people and many have difficulty with their inter-personal relations, often becoming socially isolated adults.

The TMR group, although numerically small, requires more intensive use of specialized services, usually beginning at an earlier age. These include speech and hearing specialists, a more specialized curriculum, transportation to and from school, and periodic re-evaluation by guidance workers and psychologists. As adults, most TMRs will require sheltered or closely supervised work or activity programs and living arrangements.

When a child is certified for a special MR class, the school district is reimbursed by the State Department of Education for the excess cost of special services while he is assigned to a class taught by a specially credentialed teacher.

PERSPECTIVE

In June 1961, there were 218 students in 15 EMR classes and an additional 36 children identified as EMR for whom no teachers were available. TMR classes were first provided in 1963, a year before they were required by the State Education Code. In October 1966 there were 128 children in 13 EMR classes and 46 children in five TMR classes. It seems likely that Berkeley's population is now reaching a plateau(120,000) at which it will remain for many years, although the percentage of school age children may increase. With adoption of the policies presented in this report, the numbers of children needing special services for retardation will probably remain near present levels.

The substantial drop in MR class placement reflects a number of changes in community thinking. In the past, slow learners with discipline problems were often "dumped" in MR classes. Some children with brain damage or emotional problems were placed in MR classes because no others were available. Some children were placed in MR classes on the basis of I.Q. tests alone.

The hiring of additional psychologists and guidance workers in recent years, plus the establishment of a full time position of Director of Special Education, has enabled the District to do more precise screening of children. Over half of the children transferring from other districts as retarded, are found by Berkeley standards not to need special class placement, and they are returned to regular classes. New diagnostic techniques now make it possible to distinguish between organic limitation of ability, and neurological or emotional dysfunction which masks average or superior ability. Recent state legislation has made it possible to establish separate classes for neurological and emotional handicaps. Children assigned to this program spend part of their day in special class and part of their day in regular class in many cases.

Accumulating evidence that hospitalization is not only very costly to the taxpayer, but also increases the retardation of many individuals, has led to a state policy of keeping retarded children in their home communities as much as possible, and returning them from state hospitals in increasing numbers. This indicates that there will be more retardates in Berkeley in the future who will require training for employment or adult activity programs and assistance in finding suitable placements. It is interesting to note that state legislation accepts and codifies a community responsibility for training, placing and maintaining handicapped persons in suitable employment.

The leadership of the late President Kennedy and his concern for his own retarded sister have led to greater public acceptance of the fact that retardation is not uncommon family problem, and has given impetus to the development of services to meet the needs of retardates. Professionals in this field agree that all services provided by all agencies, public and private, should be closely coordinated, to make best use of available trained staff and to insure that all possible ways of helping a child overcome his handicap are made available to him.

Alameda County is fortunate in having a coordinator of Mental Retardation Services within the county Department of Medical Institutions. This coordinator is developing more effective liaison between some 30 agencies which provide services for retardates. Berkeley School's Division of Special Education works closely with many of these agencies. Some of them provide supplementary service, such as diagnostic or medical treatment. Other agencies extend the schools' ability to provide learning experience, as in the case of recreation, religious and work training programs.

As knowledge and concern increase about the educational disadvantages of large numbers of minority group families, it has become apparent that a disproportionate number of children in EMR classes are from disadvantaged homes. Indications are that many of these children, while they may function at a "retarded" level by current standards, do not have organic damage to or limitation of their brain or nervous system. Many techniques currently used to provide stimulation and enrichment, and improve performance, are equally successful in classes for the disadvantaged and classes for the retarded. It is to be hoped that in the future, the term "retarded" will be reserved only for those children with a permanently disabling condition. Children whose learning limited by environmental factors which we can alleviate, should not be additionally handicapped by a segregating label.

DIRECTIONS

It is interesting to note that parents' groups, Berkeley educators, and the most advanced nationally published research findings agree as to the future directions which school programs for the retarded should follow.

Parents of children with retardation, even more than other parents, feel the need of close relationships with school staff to insure greatest progress for their children. For many parents, particularly of children in EMR classes, the school guidance service provides the first, and continuing, source of understanding of and adjustment to the child's handicap. It is also an avenue to educate parents about other services in the community.

Over the years, parents of retarded children have demonstrated a remarkable ability to organize themselves to provide for their children's needs, and to benefit from the mutual support of meeting this shared need. Parent groups developed the first preschool facilities for retarded children and proved that retarded children as young as three years old could profit from group experience, and would also be more successful in public school programs after having such experience. Parents now urge that early childhood schooling be provided for all retarded children from age three years and nine months.

The present school program is felt to be limited in training children in musical, physical and social skills. As a retarded child grows older, the disparity between his abilities and those of his age mates increases and becomes more obvious. Such training would increase his ability to function with other children in normal settings, and would provide him with constructive ways to use his time outside of school. Although not a school responsibility, there is a need for recreation agencies to develop programs for retarded children.

At the secondary school level, there is a lower dropout rate for children in MR classes than for students as a whole. Since July 1965, state funds have been available through the Department of Rehabilitation for work-study projects. In describing the program, the Department notes that:

> "many disabled young people present complex financial and emotional dependency problems which could have been averted if vocational rehabilitation services had been available to them at an early age... These programs provide vocational counseling, work evaluation and work adjustment, on and off-campus work experience, placement and follow-up on a job, and additional service after graduation as needed. Students are enthusiastic about the program because it makes classroom material more meaningful. Parents and teachers find the young people involved not only learn more readily but present fewer disciplinary problems."
> (Dept. Rehabilitation memo, Dec. 6, 1965)

At present there are 30 in EMR classes for grades 10-12 participating in such a program at Berkeley High Schools. A few students are also receiving training part time in a sheltered workshop operated by the East Bay Association for Retarded Children in San Leandro. In the Berkeley schools, there is need for on-campus work experience, an occupations course, and for recruitment of a steady supply of low-skill jobs in the Berkeley labor market. This last indicates a need to develop cooperation with local unions and employers.

With a good school program, a handicapped child should be able to move easily into other agency programs or an independent job in the community. EBARC and Berkeley school staff are aware of an eventual need for additional sheltered workshop facilities in or near Berkeley to serve children in the TMR range, none of whom have yet graduated from the recently-established school TMR program. Early discussions between these and other agencies should include the possibility that a new workshop might serve a variety of handicapped children, and should be flexible enough to include longterm sheltered placement as well as training and counseling for individual self-support.

Efforts to bring handicapped children into regular classes, normal recreational activities, or place them in jobs, are often hindered by fear. Many teachers seem unsure of their ability to cope with a retarded child even for short periods of time in a regular class. The same is also true of recreation leaders and prospective employers.

Solutions offered include in-service training for all teachers in the nature and limitations of handicapping conditions, plus continuing supportive service from the guidance staff. It is also desirable for all education students to have experience with retardates included in their observation and/or practice teaching. It should also be recognized that some school staff people will not wish to, or be able to, work effectively with handicapped children. Care should be taken to staff special classes only with people who have demonstrated their interest and success in working with handicapped children.

Other children are often frightened and wary when they first meet a retarded child; siblings of a retarded child often exhibit anxieties about the handicapped member of the family. As adults, most children will at some time be responsible for someone with some type of handicap. It seems advisable to include group discussion and exploration of the nature of handicaps in our regular school program, with the assistance in curriculum planning of the guidance staff. There is also evidence that children who have some understanding of a retarded child can become very proud of their ability to help a handicapped child in their group to learn a new skill.

Consideration has also been given to the matter of how an educational park would affect the Berkeley school program for retarded children. In general an educational park for the middle grades would be supported by parents of retarded children and school staff, IF it included a well-implemented policy of placing retarded children in regular classes for most activities. Not only would such integration mean a more successful school experience for retarded children, but it would also permit better facilities for their flexible placement in regular classes in the lower grades remaining at neighborhood sites. More space at neighborhood schools should lead to well-equipped indoor physical education areas, as well as arts and crafts workshops which are particularly desirable for children with intellectual limitations.

Because public schools have continuing contact with almost all children for many years, they are in an advantageous position to identify and provide for the special learning needs of children with retardation. They should not, however, be expected to have complete responsibility for all types of services needed by a handicapped individual. Rather, the schools might act as a catalyst, pointing out types of services lacking in the community and assisting other agencies to develop these services. In this respect, continuing strong parent involvement is needed to focus public concern and to insure that the various agencies develop programs that fit the specific needs of our community.

RECOMMENDATIONS

1. The overriding goal for the next quarter century is that all children identified as mentally retarded should be integrated as fully as possible into regular school activities and academic program; and that sparing use should be made of any identifying labels which may serve to segregate them from their peers.

2. Continuing care should be taken to insure differential diagnosis of children with indications of retardation, and prompt provision of such special services as they may require.

3. **Continuing evaluation and an on-going basic skills program should be provided for secondary school MR students.**

4. **The state legislature should be requested to allow entrance into the public school system below the age of four years and nine months.**

5. **Present grading practices should be revised to allow recognition for the retarded student's success in relation to his ability.**

6. **Teacher training institutions should expand their course work in the understanding and management of children with retardation, and other handicaps, and require observation and practice teaching in the field of special education of candidates for teaching credentials.**

7. **There should be an increased program of in-service training for all Berkeley teachers in identifying, understanding and working with children with retardation, and other handicaps; and all teachers should be expected to expand their skills in this area.**

8. **Ungraded early childhood educational units should be established with special services provided as indicated by children suspected of retardation.**

9. **Present education and group projects with parents of retarded children should be expanded. Information about the needs, potential and special training of children with retardation, or other handicap, should also be made available to all parent groups.**

10. **There should be continuing close cooperation and coordination between the District and other agencies providing service for children. This should include concern for gaps in service, elimination of areas of overlap, and stimulation of transfer of effective techniques from other disciplines to school programs.**

    a. **Discussions, include interested parents, should be begun with recreation activities to expand afterschool, weekend and vacation programs for retarded children, integrated as fully as possible with regular programs.**

    b. **Discussions should be begun with EBARC and other concerned agencies on the need and function of a workshop training facility to serve retarded children in the Berkeley area.**

11. **A community-based, hire-locally project, should be established including a census of jobs at a low or entering level of skill. Employers and unions should be invited to participate with school staff in developing curriculum material which would provide the skills needed for such jobs. Such a project should be available not only to retarded or otherwise handicapped young people, but also to any student indicating an interest in immediate employment, full or part-time. Such a project should also include provisions for young people to obtain additional education at future dates, at Berkeley High School or other educational institutions.**

COMMITTEE II - SPECIAL EDUCATION AND SPECIAL SERVICES

REPORT ON EDUCATIONALLY HANDICAPPED CHILDREN

BASIC PRINCIPLES

There are many children of normal or superior intelligence who do not receive full benefit from the regular school program. Many of these have genuine learning and behavior disabilities due to neurological dysfunction or emotional disturbance. To help these children learn to overcome or compensate for their disabilities and to become participating members of the normal community is the goal of the Educationally Handicapped program in the Berkeley Schools.

In 1963 the California Legislature passed AB 464 (Education Code Sections 6750-6762) which established services for educationally handicapped children who were defined as follows: "Minors, other than physically handicapped and mentally retarded minors, who, by reason of marked learning or behavior problems or a combination thereof, cannot receive the reasonable benefit of ordinary education facilities." A large number of these have a neurological handicap as a primary disability; others are primarily emotionally disturbed.

It is estimated that from 5 to 20 percent of all school-aged children have learning problems which require special attention. Evidence is strong that many of these children can and will be helped in the regular classroom through the use of new and flexible techniques by sensitive teachers. However, others will have to be provided with a range of supplemental services. These may range from short-term assistance for a specific disability to a continuing, total therapeutic educational program. At the present time in California provisions have been made for up to 2 percent of each public school district's enrolled population from K to 12 to receive funding for such supplemental programs. As diagnostic and training techniques become better developed and as results of current research become known, it is probable that this 2-percent estimate will be considered far too low. In fact, Donald Mahler stated in his 1966 report, "It would appear that a gross figure of 5 percent might have merit for long-range planning purposes in establishing the number of educationally handicapped pupils who may require specialized assistance."

No across-the-board testing of children yet exists to determine which ones need special help. It is only failure under the present system that leads to the recommendation of special academic programming. It is our contention that all children would benefit from an early appraisal of their learning styles, their ways of perceiving the world, and their special abilities and disabilities, in order to make available to them early the special help they will need for academic success. It is axiomatic that the earlier that children with special needs are identified and helped, the better the educational prognosis and the least emotional cost to the child. But case finding and suitable programming should be available at all grade levels through the high school.

THE EDUCATIONALLY HANDICAPPED PROGRAM

The learning disabilities to which this program is geared include such problems as lack of visual-motor coordination, confused laterality, disturbed spatial concepts, poor auditory and visual discrimination, problems in visual or auditory perception, short attention span, inadequate conceptualization, poor retention, etc. The behavior problems include hyperactivity, high distractibility, impulsivity, low frustration level, and poor social relations. Any child who has several of these characteristics is likely to experience school failure and possible life failure without special help.

We recognize that research is just beginning in this field. We anticipate breakthroughs in many of the areas discussed below. Meanwhile the findings suggest to us the following:

A. A spectrum of approaches is necessary.

1. Additional help may be given to the child in the regular classroom, if the problem is minimal and the class size is small enough to allow time or if the teacher is provided with adequate help. Recognition of special needs of a child in a regular classroom may be seen in this example: A student who may have difficulty in writing a passing examination may succeed on oral examination.
2. Where there is clear evidence of several children who have had a year of kindergarten but who seem unready for the academic skills of first grade, a pre-first grade class may be a solution. Such a class would give opportunity for these children to develop such readiness skills and might or might not be considered a part of the State-financed educationally handicapped program.
3. Disability groupings are presently used for children who have rather specific learning disabilities. These children can, however, participate part of the time in the school's regular program.
4. Self-contained classes are appropriate for children with behavior problems who need a protected environment in a smaller class.
5. One-to-one relationships are necessary for those children who are too severely disturbed or handicapped to profit from any group arrangement within the regular school. It is our feeling that the present attempt to accommodate these children through home teaching should be reappraised to consider the possibility of:
   a. Part-time tutorial programs within the school.
   b. Treatment centers geared to meet educational and emotional needs of severely disturbed children.

Those in special programs should be constantly reevaluated to determine when they can successfully learn in a normal class setting. Although a child's placement should be given adequate trial and evaluation, the possibility of movement within any of these possible arrangements should be fluid.

B. Equipment and materials which are unorthodox in the regular academic classroom may be essential for the special class.

Experimentation in the physical arrangement of the classroom is to be encouraged. Among the possibilities are: use of isolated, individual study booths, space for large motor activity, availability of protected outdoor areas, rest areas and sound- and sight-proof areas. Among the equipment included might be walking boards, balancing boards, and certain craft materials as well as tape recorders, typewriters, large typed books, simplified work for older children, simplified print but age-appropriate content.

C. A revolutionary approach to curriculum is needed.

It is now believed that there is a close correlation between physical coordination and the ability to read. Children who are disoriented in space may first need training in motor skills before they will be able to spell or read. Community recreational facilities may be utilized on a released time basis for this purpose.

Teachers of the program should be very sensitively selected. Teaching this program is very demanding--intellectually, physically, emotionally--and often perplexing. Teachers should be trained in both general and special teaching techniques, and in methods of dealing with motivation, attitudes and emotional needs of children. Besides hiring teachers who have specific EH training, the district should provide scholarships and stipends for the retraining of present staff, and in-service training throughout the year.

Consultation to staff should be built into the program, with a regular channel for help in interpreting the emotional problems inherent in staff relationships with these children. Teaching assistants or volunteer aides should be provided for the classroom. Current guidance and administrative personnel could be used, but in the long run, a group of special EH consultants should be considered.

Teachers should adopt a regular system of observing, recording and reporting on the progress of the students.

RELATIONSHIP TO THE TOTAL SCHOOL COMMUNITY

To date, the program for educationally handicapped children has been poorly understood, and the behavior of EH children is often bewildering. There is strong need to interpret the aims of the program and the characteristics of the children to all school personnel: the principal, teachers, custodians, cafeteria workers, resource volunteers, etc., for many of these employees can be helpful in detecting children with special needs and in treating them with understanding.

The principal must take responsibility for introducing this program as a significant part of the school program, and of encouraging total staff involvement in meeting the needs of the children.

By improved interpretation of the EH program throughout the school, teachers of regular classes may be stimulated to try new and more flexible techniques, and they may look to the special classes as resource and demonstration rooms for experimentation with new educational methods. Other teaching specialists should benefit from whatever in-service training the EH program provides, and there should be greater liaison between these teachers and the EH teachers.

When we consider that flexibility is one of the goals, there is further reason for the total school staff to be familiar with this program. Children satisfactorily adjusted to regular programs at one stage may later need special help as the complexity of the academic program grows. Conversely, a child who has received special help may later be able to tolerate and function in a regular class.

PARENTS

Two-way communication between parents and the school is essential for the success of the program, according to teachers who have made real progress with their children. The following ways are suggested:

1. Individual consultation with parents of children suspected of being educationally handicapped.
2. Establishment of a close, working relationship of the teacher and parent to assure an understanding of the peculiar needs and responses of each child, and the reasons for the seemingly unconventional teaching methods. Home visits are desirable. A teacher should be allowed time for such conferences.

should then be made to give help early to those who show special needs without having to wait for a series of academic failures.

The relationship between the cause of such problems and the educational therapy prescribed is still debatable. For example, perception difficulties may stem from neurological damage, cultural deprivation, or emotional disturbance. Some authorities feel that educational treatment should be based upon cause rather than symptoms as at present. More study is needed here.

Teachers are in a prime position to recognize learning and behavior disabilities and should be encouraged to help children with such problems with new techniques in their classrooms or refer them for possible admission to special programs. Nurses, guidance workers and psychologists as well as parents and professionals outside of school will also be in a position to recognize and refer such children.

The Admissions Committee as defined by the law provides for the screening and programing of the children. It includes a teacher, a school nurse or social worker, a school psychologist or other pupil personnel worker, a principal or supervisor and a licensed physician. In the elementary school the principal and the receiving teacher should be included. At the secondary level, the inclusion of the counselor as well as the receiving teachers seems desirable.

The function of the Admissions Committee should be:

1. To appoint one person to secure necessary information from school and community sources about each child referred to it. It is suggested that a questionnaire geared to securing such information be devised (for possibilities to consider, see Appendix). The medical community is as yet not oriented toward the kind of information the schools need for the EH program such as the diagnosis "minimal cerebral dysfunction" a relatively recent concept. For the most part, pediatric reports contribute little helpful information to educators.

2. To provide a forum for the presentation of findings of each specialist and to weigh the various viewpoints and then to arrive at a workable consensus.

3. To arrive at a functional educational diagnosis.

4. To consider immediate appropriate placement.

5. To make long-range educational recommendations which should be responsibly considered throughout the child's educational career.

The findings of the Admissions Committee and the data upon which they are based should be gathered together in one place. While protecting the confidentiality of information, that information which is relative to the learning problem should be summarized by a designated person in usable language, available for the teacher at all times.

PROBLEMS OF STAFF

An administrator, solely responsible for the Educationally Handicapped programs, is a necessity. He would be coordinator and supervisor of the program, developer of in-service training programs, authority on the latest research and practices in the field. He would also be in constant touch with regular staff in order to make it possible for children to move in and out of programs when their needs change. He would work with community personnel to develop more auxiliary resources.

Research indicates that there are modes of learning relevant to all children; their primary mode may be visual or auditory, kinesthetic or tactile or a combination of any of these. Our present educational method primarily relies upon visual presentation, thus handicapping a child for whom this approach is difficult. A neighboring school system, for example, separates in the first grade those children whose primary mode is visual from the auditory learners and provides more appropriate materials. Thus, it seems wise to include a multisensory reinforcement of curricular materials both in these special EH groupings and in the ordinary classroom. For some children, such nonacademic activities as cooking, sewing and carpentry might in themselves be the entree to learning.

Because this is such a rapidly expanding field, there is particular need for candid evaluations and ongoing observations, experimentation, innovations and encouragement both to try new things and discard others.

D. Traditional grade level classification is not appropriate to this program.

E. Provision for a flexible school day is essential for this program.

Some children can tolerate only a few hours a day in the academic setting.

F. There is great need for a realistic development of an EH program for high school students.

At the present time the high school EH program is a last resort to contain severely disturbed students. The EH program at this level may still serve several positive functions for these students who have had a pattern of failure. There should be a realistic attempt to discover their specific learning disabilities and a variety of disability groups be provided. Absorption of students in regular classes should also be considered, but recognition be made of their special needs. Because of high school teachers' specialized subject orientation they are often disinclined to consider students' individual needs. Therefore, special efforts, probably by the guidance worker, must be made to interpret the special characteristics of these students to their teachers and this must be done continuously from semester to semester. A meaningful relationship between the counselor, guidance worker and student is especially important at this age level. Some emphasis on courses to develop job-oriented skills should be seriously considered. At this age, particularly, the mastery of skills is closely linked to a feeling of self-acceptance and acceptability by one's peers.

G. Emphasis on success is crucial in this program.

EH children are failure-ridden and without a reversal of this evil self-image, there is little chance that they will sustain substantial improvement. Furthermore, without an improved self-image some of these children may become so discouraged that they will become the perennial school behavior problem, school drop-out or delinquent. In developing a program, one proceeds from their strengths to their weaknesses.

H. Direct guidance services for students on a one-to-one basis or in groups should be an integral part of this program at all levels.

SELECTION OF CHILDREN

Testing for learning problems should occur routinely for all children at an early age and be repeated at regular intervals throughout their academic years. Provisions

3. Establishment of parent discussion groups and workshops for help in understanding and managing these children.

4. Use of parents as volunteers in aspects of the EH program.

LIAISON WITH COMMUNITY RESOURCES

It is our feeling that benefit could be derived from the establishment of a school-community Citizens' Committee to give consideration to better ways for the community to help meet the needs of its children. Gaps in services (as now exist) and duplication of operations would possibly be avoided. There might also develop areas of shared responsibility such as now exist between the public health nurses and the schools, the recreation department and school playgrounds and certain aspects of Berkeley's Mental Health program. These might be expanded, altered and made more effective if a permanent citizens' committee could be established to study and make recommendations. This might encompass more than the needs felt by those focusing on educationally handicapped children. However, the School District's special responsibility must be to take the initiative in informing the community at large of the EH program so that broader complementary services for youth can be provided at all levels: medical, psychiatric, recreational, etc.

At present, the professional community is not oriented to minimal cerebral dysfunction as an organic cause for learning and behavior problems. Such knowledge must precede the expectation of help.

Community services needed for these children include:

1. An accessible diagnostic center where a team could provide, at moderate cost, a thorough diagnostic study of any child with learning and behavior problems. Diagnostic findings should be communicated readily to schools and treatment facilities. The possibility of a school-connected diagnostic clinic should be explored.

2. Increased mental health services for children such as: broader out-patient care, day treatment centers and residential treatment centers. The schools together with community centers may develop a program of shared responsibility for both education and therapy. In some communities, teachers whose salaries are funded by provisions of Education Code Sections 6750-6762, are teaching in residential treatment centers. It would also be possible to receive children from such centers into our schools for part of the day. Closer links with the services of trainees and professionals in community psychiatry would broaden the consultative base of the program.

3. Physical rehabilitation and recreational services are greatly needed for these children who often lack coordination of large and small muscles and recreational skills. They require protected and supervised activities. This last need becomes more poignant when one considers that, with the acceptance of a flexible school day, some children attend school but a few hours a day. It is also to be remembered that more extensive physical programing is necessary to implement the learning needs of these children.

   The proximity of the University of California should be an advantage to the development of this program. Specifically, more offerings of courses in the field of special education should be encouraged and requests should be made of the University of California for special workshops and in-service training. Other departments which train public health and service professionals (social workers, nurses, psychologists, doctors, optometrists and recreational workers) should also be encouraged to include in their curriculum information about the existence and needs of educationally handicapped children. The established EH program could profit from the experience and research findings of the University departments which are doing work related to children's learning and behavior. Similarly, the University might benefit from having made available to them some aspects of our program as a laboratory and observation center.

A NOTE ON EDUCATIONAL PARKS

We are not in this section of the report making a statement for or against educational parks as such.

Some aspects of the EH program could be facilitated in an educational park. These would include:

1. The centralization of diagnostic evaluation of children.
2. Development of fuller physical facilities.
3. A flexible school program might be more easily accomplished with a variety of services more easily focused in one location.
4. The use of some of these techniques for demonstration purposes would be available to more teachers if done in a centralized location.
5. Expensive equipment might be available to more children in a centralized location.
6. If the claims are indeed true that increased individual attention results from educational parks, then children in the EH program would derive benefit from this.
7. All of the personnel who are in limited supply can be better utilized in one central location.

The above considerations deal with questions of efficiency. However, our doubts center around the quality of the experience for both children and staff. The very largeness of such a compound might jeopardize several aspects of this program:

1. There is a question of whether some EH children can tolerate the complexity of such a physical setting.
2. The varied communication among staff, which we consider essential to this program, may be lost in the complexity of a central facility.
3. Tranquility and stability of environment seem to be important for both the teacher and child and both of these factors seem more difficult to achieve in a huge complicated structure.
4. Largeness itself often leads to some necessary administrative bureaucracy which might rigidify and negate the very fluid aspects of this program which we consider essential.

RECOMMENDATIONS

General

1. Berkeley schools should provide a spectrum of educational services for children with learning and behavior problems ranging from help through new methods in the regular classroom to participation in specialized community treatment centers.

2. The school district should vigorously seek additional funds to provide special help, beyond the regular classroom, for a larger percentage of children than the 2 percent now provided by state law.

3. All children in the Berkeley schools should have an appraisal as early as feasible of their learning styles, strengths and deficits.

4. Case finding and suitable programing for educationally handicapped students should be available at each of the grade levels through the high school.

The Educationally Handicapped Program

5. The spectrum of teaching arrangements should include:

   a. Additional help in the regular classroom by expansion of teaching methods and personnel.
   b. A pre-first grade class in schools where there is clear evidence of several children who seem unready for the academic skills of first grade and where an ungraded class is not available.
   c. Disability groups for children with specific learning problems due to visual-motor, expressive, auditory or any other limitations.
   d. Self-contained classes for children who are highly distractible, impulsive, and emotionally disturbed.
   e. One-to-one tutorial possibilities for children unable to tolerate a group arrangement.
   f. Participation in therapeutic centers for extremely disturbed children.

6. Equipment and materials which are unorthodox in a regular classroom should be available in the special classrooms, such as balancing boards, individual study booths, typewriters, etc. Where these would enhance learning in a regular classroom, they should also be used.

7. A revolutionary approach to curriculum should be adopted throughout the system. This should probably include:

   a. Greater emphasis on physical activities and their relationship to learning.
   b. More conscious use of multi-sensory devices for teaching. For example: reinforcement of the visual with the auditory, tactile, and kinesthetic.
   c. More varied content to the curriculum.

8. Special accommodations in traditional grades and grade level classification should be developed for children in the EH program.

9. Provision for a flexible school day is essential for this program, due to the limited tolerance of the children.

10. There should be a realistic development of a strong, positive high school and continuation school program. This might include:

a. Placement in regular classes with continuing interpretation to the teachers of the student's needs.
b. A variety of disability groupings.
c. Emphasis on skill mastery.
d. Attention given to job-oriented courses.

11. Emphasis on success should be the focus in this program to counter the damaging feeling of failure and low self-worth experienced by most EH children.

12. Direct guidance services for students on a one-to-one basis or in groups should be an integral part of the program.

Selection of Children

13. Testing for learning problems (such as poor visual-motor coordination, mixed dominance, weak auditory discrimination, poor perception and conceptualization, dyslexia, poor spelling/writing) should occur routinely for all children at an early age, and be repeated periodically throughout their education.

14. Children should be considered for the EH program upon referral by teachers, guidance workers, psychologists, nurses, parents or professionals outside of school.

15. An Admissions Committee, composed of well-informed professionals from the fields of medicine, psychology, social work and education, should assume the following functions:

a. Devising a questionnaire to secure the kinds of information that will be helpful.
b. The gathering of necessary information from the school and community pertinent to the problems of each referral.
c. One person should be assigned the responsibility to see that the information is secured and that each specialist is prepared to present his data.
d. The assimilation and weighing of the various viewpoints to achieve a workable consensus.
e. The achievement of a functional educational diagnosis for each child.
f. Consideration of immediate placement for the child.
g. Recommendation for long-range educational programing for the child.
h. A genuine reevaluation annually of each child in the program.

16. The findings of the Admissions Committee and the data upon which it is based should be assembled in one place. Confidential data should be protected, but someone should be assigned to summarize in usable language that information relevant to learning problems and prescription.

Staff

17. One person should be responsible for the coordination of the EH program.

a. Criteria for selection of teachers for this program should be developed.
b. The district should provide opportunities and stipends for teacher training and re-training.

18. Teacher-aides should be incorporated into the program as found necessary.

19. Regular and adequate consultative help and supervision for the teachers should be built into the system.

20. A special observation reporting procedure should be developed for EH students.

Relationship to the Total School Community

21. The principal of each school should interpret the EH program to his staff.

22. The aims of the program and the characteristics of the children should be understood by all teaching and non-certificated personnel.

23. There should be greater liaison between regular teachers and the EH teachers.

24. Programing should be fluid, so that removal from the regular program and reentry into the regular classroom is possible.

Parents

25. Parents should be involved (individually and in groups) in the program from the beginning, with the opportunity to do volunteer work in the program.

26. The district should have responsibility to see that parents are kept informed of the child's progress and methods in which the parents can help at home.

Liaison with Community Resources

27. An on-going Citizen's Committee of school and community personnel should be appointed to work on a closer relationship between educational needs and community resources.

28. The School District should take the initiative in better informing both lay and professional community of this program to engender more support for needed ancillary services for youth at all levels: medical psychiatric, recreational, etc.

29. The Board of Education should pursue the development of a community diagnostic center accessible to the school where a professional team would provide at moderate cost an integrated diagnostic study of children with learning and behavior problems. The possibility of a school-connected diagnostic clinic should be explored.

30. Increased community mental health services must be provided for children, including out-patient services, and day and residential care.

31. Physical rehabilitation and recreational services should be provided for these children, not only after school and during the summer, but on a released time basis as an aid to their learning.

32. More services of trainees and professionals in community psychiatry should be available to the program.

33. The local professional training centers should be requested to use their resources in the following ways:

    a. Expand their offerings in the field of education to include new findings in child development and ways of learning as experienced by EH children. This could include concentrated workshops or special courses which would provide in-service training for Berkeley teachers and ancillary personnel.
    b. Include more information about educationally handicapped children in their

programs for nurses, social workers, psychologists, pediatricians, optometrists, recreational workers, etc., in order that professionals in the future can be more helpful to these children than they have been in the past.

c. Share with the schools their research findings in child development and learning processes.
d. The Berkeley schools should offer aspects of their program as a laboratory and observation center for research in the field of children's learning.

Educational Parks

No recommendations at the present time, but some comments on the apparent advantages and disadvantages for programs for Educationally Handicapped children are made in the body of this report.

APPENDIX

SPECIAL SERVICES FOR SCHOOL CHILDREN NEEDED BECAUSE OF EMOTIONAL DISTURBANCES OR SOCIAL MALADJUSTMENT

A clean diagnosis of the problem must be made to differentiate it from physically handicapping conditions; e.g., hearing difficulties, true speech difficulties, true motor or orthopedic disabilities. Early identification. An outline for the study and evaluation of the child with a learning disability:

A. A Complete Medical History--Include references to prenatal and natal aspects; nutrition; growth and development (give special attention to feeding and toilet training); immunizations (and reactions); personality and environmental factors. Occurrences of prematurity, measles and meningitis.

B. Family History--Include parental ages and past and current marital status. Numbers of siblings, names, sex and ages in chronological order, with references to the patient in the family constellation. Significant physical and mental illness of the family members and immediate ancestry.

C. Complete Physical Examinations--Make special note of any constitutional or acquired distinguishing anatomical or physiologic feature, regardless of its seemingly neutrality for physical health; e.g., birthmarks, obesity, physical underdevelopment, etc. Detailed neurologic examination.

D. Routine--Complete blood count, urinalysis.

Special--EEG, audiogram, visual fields, visual acuity, PKU, skull X-rays, and others as indicated.

E. Home Visit--Describe and evaluate the home, economic and social status. Appraise atmosphere and attitude of family members toward each other. Relate in narrative sequential manner, the events of the visit and the kind of welcome, acceptance or nonacceptance extended.

F. School Interview--Indicate person interviewed; e.g., principal, homeroom teacher, guidance counselor, nurse, school physician, etc. Summarize information from each, giving the expressed reasons for the child's difficulty and the attitudes toward the child.

G. Additional Information and Consultation Reports--Give information received from sources having previous contact with the patient:

Family physician, hospitals, social agencies, etc.
Consultations and special studies.
Psychological examinations and psychometric tests.
Diagnostic reading examinations.
Psychiatric evaluations.
Social service information.
Special neurological or ophthamological examinations, etc.

COMMITTEE II - SPECIAL EDUCATION AND SPECIAL SERVICES

REPORT ON CONTINUATION EDUCATION

EDUCATION CODE SECTION 12551: ATTENDANCE UPON SPECIAL CLASSES

"All persons under 18 years of age who are too old to be subject to the provisions of Chapter 6 (Sections 12101 to 12501, inclusive) of this division, who have not been graduated from a high school maintaining a four-year course above the eighth grade of the elementary schools, or who have not had an equal amount of education in a private school or by private tuition, who are not disqualified for attendance upon these classes because of their physical or mental condition, or because of personal services that must be rendered to their dependents, and who are not in attendance upon a public or private full-time day school, or satisfactory part-time classes maintained by other agencies, shall attend upon special continuation education classes maintained by the governing board of the high school district in which they reside, or by the governing board of a neighboring high school district, for not less than four 60-minute hours per week for the regularly established annual school term."

EDUCATION CODE SECTION 10607.5: 10-DAY LIMIT ON SUSPENSION UNLESS STUDENT TRANSFERRED TO PARENTAL SCHOOL OR CONTINUATION EDUCATION CLASS

"Notwithstanding the provisions of Section 10607, no student shall be suspended from school for more than 10 days in a school year except he shall first have been transferred to and enrolled in....a continuation education class established and maintained pursuant to Article 4 (commencing with Section 5951) of Chapter 6 of Division 6."

This committee, the author of this report, describes the students to be served at the continuation school, suggests some of the program and describes the physical plant, and makes recommendations concerning professional personnel and for methods of transfer from the high school to the continuation school.

It is felt that each of these areas of consideration needs more detailed study. The present report does little more than to establish the guidelines - generalities upon which a plan may be developed. Much of the report is a rationale for study in depth.

THE CLIENTS: THE STUDENTS TO BE SERVED

The committee concluded that the people to be served by the continuation school should be not lower than the 9th grade level and should be under 21 years of age. It was felt that adults would have different motives for attending continuation school and that these should not, therefore, be frustrated by exposure to the more frivolous and less mature adolescent culture. It was felt that younger children should not be exposed to the more sophisticated teenagers and that to do so might pose certain psycho-sexual problems.

Some students, for one or for a number of reasons, find it impossible to adjust to the traditional school environment. This inability to adjust is a psychological condition which may be either temporary or permanent. These students may be divided into three groups or classes. These are described below:

The Temporarily Disturbed - Some students need a temporary moratorium from the structured traditional school setting. Even as some adults need occasionally to "get away from it all", some students need a respite from the "daily grind." Sometimes a period of recess in a more permissive program rejuvenates this type of student and enables him to return to the regular demands of the "normal" school. Included in this category are expectant mothers.

The Disenchanted Student - These are students judged (probably improperly) to be the reluctant learners. We must be willing to face the indisputable fact that the traditional school does not meet the needs of the group. For these students the offerings are meaningless, the techniques are ineffective, and the usual tools (books and papers and essays and test tubes and slide rules) are inappropriate. The rewards are too remote. The agents of education, teachers, have tried to force their goals upon students who find these goals unacceptable.

It is conceivable -- indeed, not so long ago it was assumed - that these types of student could be served at a comprehensive high school. This would seem not to be entirely the case in Berkeley where the aspiration of the adult and school community is a college education. A certain stigma is attached to an approach different from the traditional "college prep".

The Severely Disturbed Student - Some students are hostile, aggressive and asocial. Some of these, without expert professional treatment and attention, are apt to develop serious mental health problems.

The rationale for a professional staff and a generalized description of it is set forth in a later section of the report.

PROCESS OF TRANSFER TO THE CONTINUATION SCHOOL

Any student who conforms to one of the types described above is a candidate for transfer to the continuation school. With additional sympathetic understanding and adjustment at the high school, some potential transfers to the continuation school might remain at the high school with profit. Such adjustments on the part of the high school might include:

1. Rearrangement of schedules and/or program.
2. A revision of the high school curriculum toward more meaningful offerings for those who are not academically oriented and who will terminate their training upon high school graduation.
3. An inservice training for teachers so that they might develop more understanding of the behavior of atypical youth.
4. Improved counseling and guidance services to help these students toward a more profitable experience at the regular high school. To expect a more adequate guidance and counseling service at the high school would require inservice training of personnel, an increase in counselor-clerical help, and an increase in and permanent assignment of guidance staff.

Recommendation for transfer should result from carefully documented observations, written and referred to the dean or counselor, of possible maladjustment on the part of the student.

Following referral, the counseling, the guidance staff, and the dean, if they have not already done so, should be given opportunity and time to work with the referred student.

If evidence of the student's adjustment is not forthcoming, a conference should be held to review the case. The team responsible for a review of the student's case should include the principal, the dean, the nurse, the student's counselor, and the guidance worker; it may also include the referring staff officer and the dean of attendance.

Following the case study, a detailed report should be discussed with the parents of the student. The report should set forth the incident(s) leading to the case study and the steps that the school might take if the student does not make satisfactory adjustment.

If satisfactory adjustment is not made, an Admission and Review Committee may transfer the student to the continuation school. It must be stressed to both the parent and the student that transfer to the continuation school is based on the concept that the continuation school will provide a program better designed to deal with the student's individual needs on a positive basis.

Many students of the continuation school are fit subjects for "special education" as defined by the State Board. They have been rejected by middle class society, by the majority of adolescents, even often by their parents and teachers. There is ample evidence that they hold a negative image toward themselves.

Any program designed for these youngsters must take into account their special characteristics, their special needs, their special values, and their special goals.

For these students the traditional curriculum has failed. It becomes necessary, therefore, for school personnel to be willing to create new techniques of offering new materials and to focus on new goals. This is not to say that these adolescents should not be directed toward goals and behavior acceptable to society.

A majority of the students presently attending the continuation school come from lower socio-economic groups. It is the purpose of the continuation school to accept certain products (ill-adjusted adolescents) of the social order and to provide a program to help them to become self-supporting and contributing members thereto.

The continuation school must, therefore, understand the characteristics of the lower socio-economic groups. One of these characteristics is the need for a program which yields immediate success and/or material rewards as an incentive(s) to continued education. This important improvisation in curriculum demands creativity. In considering this area, the committee discussed several possibilities. Examples are outlined below.

Automobile Maintenance - A service station selling gasoline and oil, and offering certain services, such as car washing, tire and minor engine repairs, and tune-up; such services could form a core for vocational and business training, for accounting and other academic considerations.

Soliciting the advice of business and union leaders, a corporation could be formed. The shareholders could be school personnel, students and any other citizens who would receive dividends in addition to services and purchases. The operation of the corporation would offer further academic (but meaningful) training to students. The profits could be used to pay students rendering the various services.

Laundry Service - A corporation to offer laundry services could be formed. The schools in the Berkeley District buy laundry service from local firms. This business could be given to a laundry at the continuation school. The laundry here could offer services to shareholders as in the auto maintenance facility.

Cosmetology - Girls (and boys) could be trained in beauty culture for pay.

Other money-making programs might be introduced and operated. The committee feels strongly that such programs would provide motivation so that training would be meaningful and the rewards immediate.

The Work Experience Program at the continuation school should be expanded. Continuation students need an opportunity to earn money in the community.

Activities - No activity in the traditional high school better meets the needs of "difficult" students than the athletic and performing arts programs. It is recommended that the continuation school provide a strong athletic program and opportunities for performance in musical and dramatic presentations.

Certain special services are essential to meet the needs of continuation students. Some of these are outlined below.

Day Nursery - Several girls become pregnant during the school year. These girls might be considered as students in the category described as "the temporarily disturbed" - those needing a "moratorium". A child care center would render a needed service and provide worthwhile training for young mothers.

Therapeutic Service - Since most of these students are more or less disturbed and all (by definition) are ill-adjusted, it follows that a psychiatric and/or a psychological service should be a part of the program.

Medical And Dental Service - A healthful condition is prerequisite to efficient performance, and securing these services from existing agencies should be the primary duty of a full-time nurse. Since many of these students suffer from lack of medical and dental attention, this service should be made more readily available.

Broadening Experiences - Since many of the clients of the continuation school have had few experiences beyond their immediate neighborhood, it would be profitable to provide excursions and field trips to industries, to other cities and communities. and to musical, athletic, and other performances. It must be said here that staff members promoting such trips should not be guilty of asking students to attend and enjoy presentations which they (the staff members) find enjoyable.

CONTINUATION EDUCATION NEEDS A NEW HOME!

Implications of needs in a physical plant may be drawn from sections above. Suffice to say that the plant should be a modern and attractive one so that students from the regular high school will not feel rejected and that the society has no interest in them. The plant, the program, the equipment, and the staff must convey to the child and to the community that the continuation school exists for the purpose of helping young people to become adjusted to the point that they can be contributing and worthwhile citizens in the total community.

There are two alternatives to a home for continuation education. One is a separate facility. The other is a sharing of common facilities with the high school or in an educational park setting. This committee recommends (1) that there be a separate facility provided, that it is a modern plant adequate for the curriculum needs of continuation students as outlined in this report; (2) that the philosophy of the school be one of experimentation and innovation in teaching and curriculum.

We further recommend the establishment, with full cooperation of other agencies, of a half-way house for 25-30 students with the most severe behavior pro lems. This must include at least two full-time resident counselors and separate living facilities for boys and girls.

THE STAFF

The common denominator in the characteristics and attitudes of staff members is empathy. One could not possibly meet the needs of these youngsters who did not accept and respect them. The first impression that these adolescents should gain may be called a "shock treatment" - an unfamiliar realization that there are those who want to help them.

The staff members should be specially trained in an understanding of the culture from whence these youngsters came. It is to be borne in mind that to understand unacceptable performances is not to approve of it. To be overly maternal and protective is quite as damaging as to be rejective. An application of the known principles of adolescent psychology is required. A continuation school should be planned for an enrollment of 250 to 300 students.

It is felt that the pupil-teacher ratio in the school should not exceed eight. Further, it is felt that counselors should have a case load of not more than 30 students. There should be no less than two full-time guidance workers and eight hours per week of psychologist consultant time.

It is estimated that a continuation school designed to meet the needs of its client would cost up to four times as much per student as the traditional high school. But it must be obvious to everyone that the cost of permanent institutionalization (a real possiblity if the needs of these people are not met) would be much higher. Our society must accept responsibility for having produced these people. Actually, the choice to be made is whether we wish these youngsters to become taxpayers or tax consumers.

RECOMMENDATIONS

1. A new plant suitable to programs outlined in this report should be provided. It should be separate from other school facilities
2. Continuation students should be not lower than ninth grade level and should be under 21 years of age.
3. Transfers to the continuation school should be made on a positive rather than punitive basis.
4. Procedures for transfer to and from the continuation school should be periodically reviewed.
5. Curriculum materials and methods should be directed toward meeting the special needs of continuation students, i.e., immediate rewards as an incentive to continued education.
6. A large part of the curriculum should be centered on occupational training.
7. The continuation school curriculum should provide a full program of activities including dramatics, intramural athletics, student government, etc.
8. A child care center with facilities for infant care should be established in conjunction with the continuation school.

9. A strong, ongoing program of psychological and psychiatric services should be maintained at the continuation school.

10. A medical and dental evaluation should be secured for all continuation students and assistance provided for those who need it.

11. The staff at the continuation school must be carefully selected and oriented toward helping the continuation student develop a productive future.

12. The staff ratio should be one teacher to eight students and one counselor to thirty students. Additional personnel should include two social workers and eight hours of psychiatric consultation per week.

13. In conjunction with other public agencies, the Berkeley schools should operate a half-way residence for 25-30 students from the continuation school.

COMMITTEE II - SPECIAL EDUCATION AND SPECIAL SERVICES

REPORT ON ADULT EDUCATION

PURPOSE OF THE REPORT

The purpose of this report is to review the present status of adult education in the Berkeley Unified School District program and to submit recommendations for its development during the ensuing 25 years.

Of particular importance is the development of an adult education program which will meet the rapidly changing needs of our society and community.

Dr. Jack London, Professor of Adult Education at the University of California (Berkeley), made several important statements during one of the subcommittee's meetings which clearly indicate the important place of adult education in society today and in the future. They are as follows:

> "We need to rethink education and see the role of continuing education if we are going to survive as a society.
>
> "There will probably be job changes every three to four years. Industry recognizes the need to educate for change and spends billions of dollars on education. Specialties are born and become obsolete in a decade. Retraining is needed to cope with automation. Anyone educated to less than his ability becomes an economic liability.
>
> "The problems of aging illustrate the growing problem of leisure time. One of the most important resources of age is education.
>
> "Approximately 25 percent of the adult population are in some kind of adult education program. Thirty-five percent of these are in vocational programs. Only three percent study public or current affairs. Another 20 percent take secretarial training while 12 percent are in academic curricula."

EDUCATIONAL PROBLEMS FACING ADULTS

In view of the facts that almost 58,000,000 Americans over the age of 25 years have not completed high school, that 11,000,000 have not finished fifth grade educational programs, that over 50 percent of our California adults have not completed the twelfth grade, that by 1975 a fourteenth grade education will be a must for a large majority of employment fields, and that public sentiment is focused so heavily on education of youth, it is extremely important that those in the field of adult education make existing needs known to others. Between now and 1975 some 30,000,000 persons will drop out of school.

In Berkeley approximately 6,000 adults over 25 years of age have not completed the eighth grade level; still others who have finished this level cannot pass fifth grade achievement tests.

The average employee changes jobs at least four times during his life. Skills learned in preparation for first jobs are frequently not applicable a few years later. Rapid advances in technology cause the loss of many jobs and require continued study and retraining for available positions of employment.

Many professional and skilled labor job requirements of a few years ago are no longer acceptable today.

HISTORICAL VIEW OF PUBLIC ADULT EDUCATION IN BERKELEY

Public school adult education started in California 111 years ago; in Berkeley it began 86 years ago; and the original Berkeley Evening School was started in 1911. In the middle 1930's the parent nursery school phase of the program was developed as a unit of the former Berkeley Evening School.

In 1965 the Berkeley Trade and Technical College (originally known as the Berkeley Evening Trade School) became a division of Merritt College. Prior to 1965, many day classes were administered by the McKinley Day Adult School. On July 1, 1965, the McKinley Day Adult School and the Berkeley Evening School were merged as one unit -- now officially known as the "Berkeley Adult School".

PHILOSOPHY OF ADULT EDUCATION

Education is "preparation for life".

Adult education is an integral part of public education and should receive consideration as strong as that given other levels of education.

The need for "lifelong learning" and "continuing education" is an important and ever present factor in modern society.

The educational needs of persons who have passed the age of compulsory school attendance should be met by adult schools, providing these needs cannot be met better by other educational institutions.

PURPOSES OF BERKELEY'S ADULT EDUCATION PROGRAM

The program is geared to meet in a flexible manner the educational and vocational needs of adults almost whenever they want to start their studies.

The only admission requirements are that students be 18 years or older or be high school graduates.

Adult education is voluntary and commences where compulsory public education terminates.

The program should continue to assist adults in achieving the following:

1. To earn a better living.
2. To prepare themselves for jobs and promotions.
3. To become literate.
4. To assist the foreign born in learning English as a second language and to prepare them for citizenship by giving them an accurate and realistic picture of America.
5. To earn eighth grade certificates and high school diplomas.

6. To prepare for examinations which, if passed, lead to high school equivalency certificates.

7. To meet college entrance requirements.

8. To improve living conditions of their families.

9. To become better citizens.

10. To overcome certain economic and social problems of modern living.

11. To enrich their lives as individuals.

To meet the present and potential educational needs of men and women is the prime purpose of Berkeley Adult School activities.

STAFF

Historically, the administrative staff of the Adult School has consisted of one full-time administrator and two part-time counselors. The clerical staff, which fluctuates upward and downward in terms of number dependent upon the need, carry out much of the programming for the adult students. Typically, however, programming assigned to the clerical staff does not involve credit students. It is more desirable for professional counselors to carry out the major portion concerning the duties of programming.

With the exception of a small number of full-time day teachers, all Berkeley Adult School instructors are employed on a part-time hourly basis. About 30 percent of them are regular day school staff members in Berkeley and nearby communities. The others are business and professional people, former teachers, housewives, and graduate students at the University of California.

Payment for services rendered is not based on professional training and experience as in the case of regular daytime instructional staff members. Since adult education in Berkeley extends from 8:30 a.m. to 10:00 p.m. and since it is a professional field which requires the utmost in training and experience, teachers should receive the same consideration as that given other instructional staff members employed by the Berkeley Unified School District.

UNIQUE CLASSES

Several classes are rather unique in adult education circles in that they afford many students opportunities to develop and carry on their musical activities under expert direction. Many public programs are presented by them for enjoyment by people living in this area. They are the Berkeley Opera Theater and Orchestra, the Berkeley Women's Chorus, the Berkeley Community Chorus, and the Inspirational Chorus.

Classes which are offered and rarely presented by other adult schools are as follows:

The New Africa
Business Data Processing
California History
Chemistry

Driver Improvement
Education for Childbirth
High School Equivalency Certificate Examination Preparation
Opera Theater and Orchestra
Stenotyping
Audubon Nature Training
Arts and Crafts for Senior Citizens
World Affairs for Senior Citizens
Negro History and Culture
Weaving

CLASS HOUSING PROBLEMS

When the 1948 bond school plant construction program was planned and carried out, there was provided in each of the new buildings a community room to be used for adult classes and other group meetings. However, the expansion of school population and programs has caused the almost immediate cancellation of such room usage.

Due to crowded conditions in all Berkeley public school buildings during the day hours, no classrooms (with the exception of a minor number in the McKinley Continuation High School building) are available for adult education purposes until after 3:30 p.m. Many classes are conducted in school buildings after day school program closing hours.

Lack of space requires the rental of rooms in a number of private agencies, church, and public buildings. In some cases, they are not the best for educational purposes. The adult school operates on a rather limited budget so free-of-charge rooms in Recreation Department and other public agency buildings are sought at all times -- their facilities are in great demand so space is at a premium.

The number of daytime classes is greater than that for evening hours -- by about 35 percent.

Most adults drive their automobiles to class meetings. Parking spaces near schools are usually at a premium.

Women are reluctant to walk more than a short distance to classes at night.

Many of our day school buildings lack facilities which are comfortable and desirable for men and women.

No school libraries are open to adults at night.

SUMMARY

Unfortunately, adequate day adult education facilities are extremely limited; are, in cases, most inferior; are not, at times, adaptable for good adult learning. In all cases, they are not of the multi-service variety.

Adequate adult education facilities are needed. Adults, as well as children and youth, should be served equally.

CONCLUSIONS

1. **In view of the fact that adults need life-long educational learning opportunities to meet the ever changing needs of society and themselves, a large number of adult education offerings are made available in Berkeley during the day and evening hours.**

2. **Recognizing the need for expanding facilities in adult education, Berkeley might look to such expanded facilities as can be found in San Francisco, Los Angeles, Norwalk, and in Miami (Florida).**

3. **The lengthening life span of man compels adult schools to offer a variety of classes for a greater span of age.**

4. **Berkeley adults reflect the same variety of needs and interests as the school-aged population in Berkeley.**

5. **No less than any other students, adults attending school need dedicated teachers with a high level of education and training.**

   In addition to teachers, the needs of adult education include adequate facilities, equipment, supplies, satisfactory working conditions, and administration.

6. **To enable even the poorest adult to avail himself without embarrassment of an education, very small or no tuition fees should be required at enrollment time. Through education an adult who is an economic liability to society may become an asset.**

RECOMMENDATIONS

1. **That an adult education center* be established in a central location adjacent to public transportation. Use of this center should be limited to adults. It should be composed of the following:**

   a. **Classrooms; laboratories for science classes; studios for the arts, crafts, drama, music; and industrial art shops.**

   b. **Parent education and child care units in adjacent buildings separated from buildings housing adult activities to eliminate disturbing childhood noises.**

   c. **A joint city-school library with special attention to materials needed in adult courses.**

   d. **Lunchroom and lounging areas.**

   e. **Facilities for educational and employment guidance and counseling purposes.**

   f. **An administration unit.**

   g. **A little theater.**

***The Savo Island Housing property would be a desirable location. Existing buildings might be utilized until more permanent structures are constructed.**

h. Community meeting rooms.

i. A health clinic operated in conjunction with the Berkeley Health Department.

j. Indoor and outdoor recreational areas operated in cooperation with the Berkeley Recreation Department.

k. An extensive well-lighted and security-patrolled parking area close to the buildings.

2. That, until such time as the adult center is realized, there should be established, as soon as possible, smaller adult education units in four or five convenient locations throughout Berkeley.

3. That the Berkeley Board of Education take leadership in establishing a coordinating body with the Peralta Junior College District on curriculum plant needs, and other related areas.

4. That the flexibility currently allowed the local adult school to develop its program be continued and new courses should continue to be added to the curriculum when special needs of men or women or both require attention.

5. That the adult education budget reflect the increasing needs of that percentage of the population which is adult. Examples of these needs are the need for retraining, the need for continued education, and the need for the development of constructive use of the increasing amount of leisure time.

6. That the district make every effort to involve those adults whose needs are for an elementary education, a high school diploma, or a marketable skill.

7. That administrative and counseling positions be based upon enrollment, not Average Daily Attendance; salaries for all staff be comparable to other educational levels in the district.

8. That adequate administrative and counseling assistance be given the principal to enable him to visit classes, to evaluate teacher performance, and to make contacts for program development and public relations purposes.

9. That in cooperation with the State Department of Employment and other agencies employment counseling and job placement continue to be provided and that these services be expanded.

10. That the criteria for teacher selection be a combination of knowledge of appropriate subject matter and intellectual maturity as well as the ability to help adults to learn.

11. That special interest classes in foreign languages, art, music, drama, creative writing, contemporary thought discussion groups, volunteer service training, homemaking, family living, investments, social problems, world affairs, and other fields be included in the program to attract high school, college, and university graduates who are not anxious to join "academic credit" groups.

12. That groups of people unable to attend classes in established classrooms be provided instructors to meet with them where they are, i.e., rest homes, hospitals, senior citizen centers, etc.

13. That special classes of limited numbers of people carried on by community agencies such as the Red Cross, the Recreation Department, the Audubon Society, and others not be duplicated by the adult education program unless requested to do so by the agencies -- if the class titles and content are on State Department of Education and Berkeley Board of Education approved lists and if a sufficient number of Berkeley residents' signatures and addresses are on the request petition.

APPENDIX A

Information About Students Enrolled in the Berkeley Adult School

PERSONAL DATA

The following data are from a sampling of students who responded to a questionnaire submitted to the student body during the 1965-1966 fall quarter term. Replies were received from 58.8 percent of the adults enrolled. Responses were made by 447 men and 1788 women.

During the second school month of the quarter, 740 men and 2681 women were enrolled in the Berkeley Adult School program.

1. Number in each age group

Age	18-20	21-29	30-49	50-55	Above 55	No Response
Men	55	176	149	31	23	13
Women	141	576	664	156	217	31
Total	196	752	813	187	240	44

2. Number in each group

	Married	Single	Divorced	Widowed	No Response
Men	172	233	23	7	17
Women	1138	370	151	128	1
Total	1310	603	174	135	18

3. Number and percentage of citizens 1582 (89%), number and percentage of non-citizens 409 (11%)

4. Number and percentage who are registered voters 1460 (66%)

5. Occupations of student body members, listed by standard census classifications

   a. Professional occupations such as doctor, lawyer, educator, minister 260

   b. Semi-professional such as draftsman, laboratory or electronics technician 91

   c. Managerial 53

   d. Clerical 278

   e. Domestic service 113

   f. Personal service such as a barber, practical or vocational nurse, hospital attendant, recreation attendant, or usher 80

   g. Protective service 8

   h. Large building services such as janitor, porter, or elevator operator 18

   i. Agricultural, fisher, forestry, and kindred occupations 8

   j. Skilled occupations such as baker, dressmaker, cabinet maker, printer, electrician, or foreman 96

   k. Semi-skilled occupations such as woodchopper, service station attendant, warehousemen, or telephone operator 41

   l. Unskilled such as parking lot attendant, doorman, painter helper, or laborer 21

   m. Military services 16

   n. Other (Students, housewives, retired, not stated) 1152

   Total 2235

EDUCATIONAL BACKGROUNDS OF ADULT STUDENTS

1. Number of students who have completed:

a.	Less than 8th grade	98	(4.4%)
b.	The 10th grade	299	(13.3%)
c.	The 12th grade	613	(27.4%)
d.	One year of college	194	(8.7%)
e.	Two years of college	334	(14.9%)
f.	Four years of college	697	(31.3%)

2. Number who have a degree - 697 (including 63 with M.A. or M.S., 2 M.D.'s and 13 Ph. D.'s)

REASONS FOR ATTENDING CLASSES

1. To prepare for a job 447
2. To learn to speak, read and write English 304
3. To obtain an 8th grade diploma 6
4. To obtain a high school diploma 213
5. To improve in reading, in writing or in arithmetic 134
6. To learn a foreign language 148
7. To study to become a citizen of the United States 45
8. To increase income 249
9. To become a more intelligent voter 74
10. To acquire skills in music and arts 332
11. To become a better family member 259
12. To preserve and improve health 257
13. To learn to live and work with others 203
14. To learn homemaking skills 242
15. Other 254

APPENDIX B

Facts About the 1965-1966 Berkeley Adult School Program

1. Approximately 10,400 different adults from 18 to 90 years of age participated in the Berkeley Adult School program.

   These students are classified into two groups. "Adults as Defined" are persons 21 years of age or older who are taking less than 10 hours of study per week. "Others" are students 21 years or older taking 10 or more hours of classes per week and those under 20 years of age. Persons under 20 years of age are frequently referred to as "minors".

   During the school year, the Berkeley Adult School enrolled 6,653 "adults as defined" and 3,714 "others".

   The average daily attendance for the year was 486.80 of "adults" and 634.43 for "others".

State apportionments received amounted to $128.51 per ADA for "adults" and $156.08 for "others".

2. Among these thousands of students, there were about 650 enrolled in federally financed Adult Basic Education classes.

3. Between three and four thousand adults were enrolled in each of the three regular school year terms and about two thousand in our summer session classes.

4. In classes partly financed by Vocational Education Act of 1963 funds, there were enrolled approximately 150 business education students.

5. Over 125 students graduated from the Berkeley Adult School high school division during the year. Approximately 450 students took classes in preparation for adult high school diplomas.

6. Some 290 different classes were conducted by the adult school in about 35 different locations throughout the city of Berkeley.

7. After several months of preparation, the faculty completed its "Evaluation Report for Accreditation" (a large document covering every phase of the program). The Report was studied by a visiting team of expert adult education administrators and a State college professor. This group visited the school for a period of three days in April and submitted a comprehensive report to the Accrediting Commission of the Western Association of Schools and Colleges.

   As a result of their studies and recommendations, the Berkeley Adult School was granted accreditation status by the Association.

   The adult school was on the University of California accredited high school list continuously from 1944 through 1966.

8. In June the "Evaluation Report of the Berkeley Adult School Adult Basic Education Program for 1965 to 1966" was completed. This bound volume cost was financed by a special Economic Opportunity Act Title IIB grant.

   Copies of the "Evaluation Report" and the "Application for Accreditation" are on file in the Berkeley Unified School District Professional Library and in the Berkeley Adult School office.

9. Adult classes operated from 8:00 a.m. to 10:00 p.m. (from 8:00 a.m. to 4:00 p.m. on Fridays) 220 days during the year. Students received instruction in academic, business education, driver education and training, homemaking, arts and crafts, music, swimming and gymnastics for good health, present day social and political problems, and family life subjects. Two industrial arts classes were also offered.

APPENDIX C

AREAS OF STUDY, NUMBER OF CLASSES, ENROLLMENTS

(As of October 31, 1966)

Areas of Study	Number of Classes	Enrollment
Elementary Subjects (equivalent to grades 1-8)	16	318
English	14	198
Foreign Languages	10	249
Mathematics	5	116
Sciences	9	61
Social Sciences	18	285
Americanization	18	581
Business Education	29	593
Fine Arts	34	758
Homemaking	35	579
Parent Education	24	407
Industrial Education and Agriculture	10	47
Civic Education and Special Fields	59	405
Crafts	2	53
Health and Physical Education	6	207
Forum and Lecture Series	0	0
Totals	289	4857

APPENDIX D - BERKELEY ADULT SCHOOL COURSES

CONTINUING EDUCATION

1. Elementary Certificate

Fundamentals of Reading and Grammar
Adult Basic Education
English Review
Arithmetic
History

2. High School Diploma (Many of these classes are taken by adults for interest purposes)

Ninth Grade

- English I, II
- Algebra I, II
- Arithmetic I, II
- Basic Science
- Business Education
  - Typing I, II
- Foreign Languages
  - French I, II
  - German I, II
  - Italian I, II
  - Spanish I, II

Tenth Grade

- English III, IV
- Geometry I, II
- Foreign Languages
  - French III, IV
  - German III, IV
  - Italian III, IV
  - Spanish III, IV
- Art
  - Basic Art I, II
  - Arts and Crafts
- Business Education
  - Typing III, IV
  - Filing
  - Bookkeeping I, II
  - Shorthand I, II
- Homemaking
  - Custom Finishes I, II
- Piano I, II
- Woodworking

Eleventh Grade

- English V, VI
- Algebra III, IV
- U. S. History I, II
- Foreign Languages
  - French V, VI
  - German V, VI
  - Italian V, VI
  - Spanish V, VI
- Sociology
- Applied Psychology I, II
- Chemistry I, II
- Business Education
  - Shorthand III, IV
  - Typing V, VI
  - Machine Calculation
- Homemaking
  - Dressmaking II, III
  - Tailoring I, II
- Driver Education & Training
- Water Colors
- Piano III, IV

Twelfth Grade

- English VII, VIII
- Word Analysis & Vocabulary Building
- Mathematics
  - Trigonometry
  - Solid Geometry
  - Probability & Statistics
- U. S. History III
- Business Education
  - Civil Service & Job Preparation
  - Shorthand V, VI
  - Stenotypy
  - Business English
  - Business Mathematics
  - Keypunch
  - Office Machines
  - Accounting
- Current World Affairs
- First Aid
- Mineral Identification
- Homemaking
  - Dress Design
  - Knitted Clothing
  - Millinery
  - Mother & Baby Care
  - Tailoring
  - Shoe & Bag Covering
  - Tailoring III, IV
  - Weaving
- Music
  - Chorus
  - Opera Theater
  - Orchestra
  - Piano - Advanced
- Art
  - Life Drawing
  - Oils
- Drama

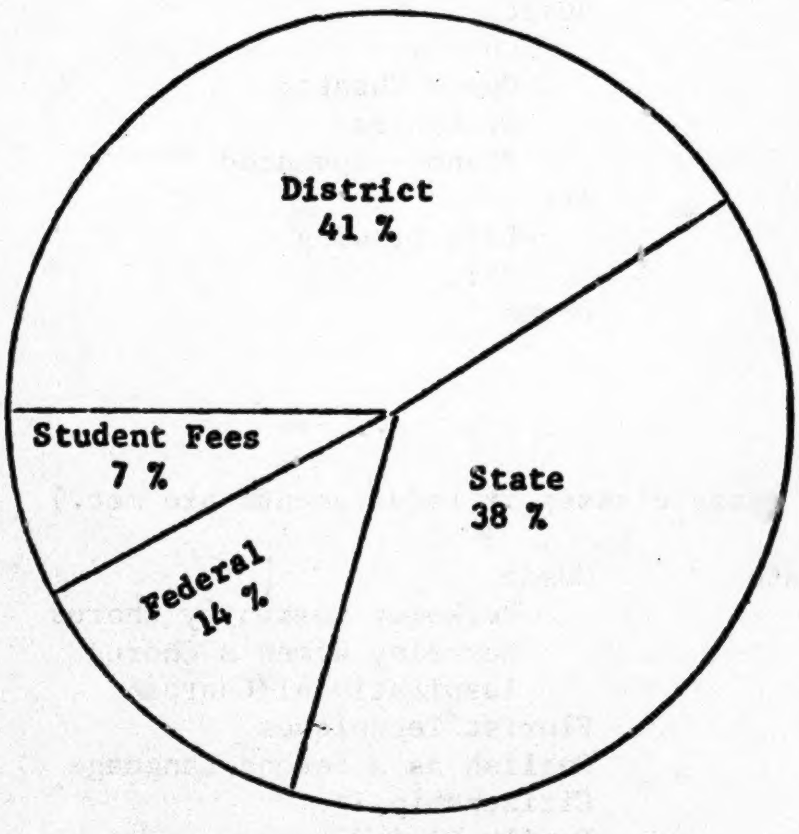
INTEREST COURSES (Credit is granted for these classes if requirements are met.)

- High School Equivalency Certificate
- Esperanto
- Business Data Processing
- Income Tax
- Interior Decorating
- Investments
- Italic Handwriting
- Landscape Gardening
- Law and You
- World Affairs
- The New Africa
- Negro History and Culture
- California History
- Real Estate
- Swimming
- Music
  - Berkeley Community Chorus
  - Berkeley Women's Chorus
  - Inspirational Chorus
- Florist Techniques
- English as a Second Language
- Citizenship
- Family Living
  - Parent Nursery Schools I, II, III, IV, V, VI
  - Education for Childbirth
- Gymnastics for Good Health
- Audubon Nature Training
- Leadership Training for Art Volunteers

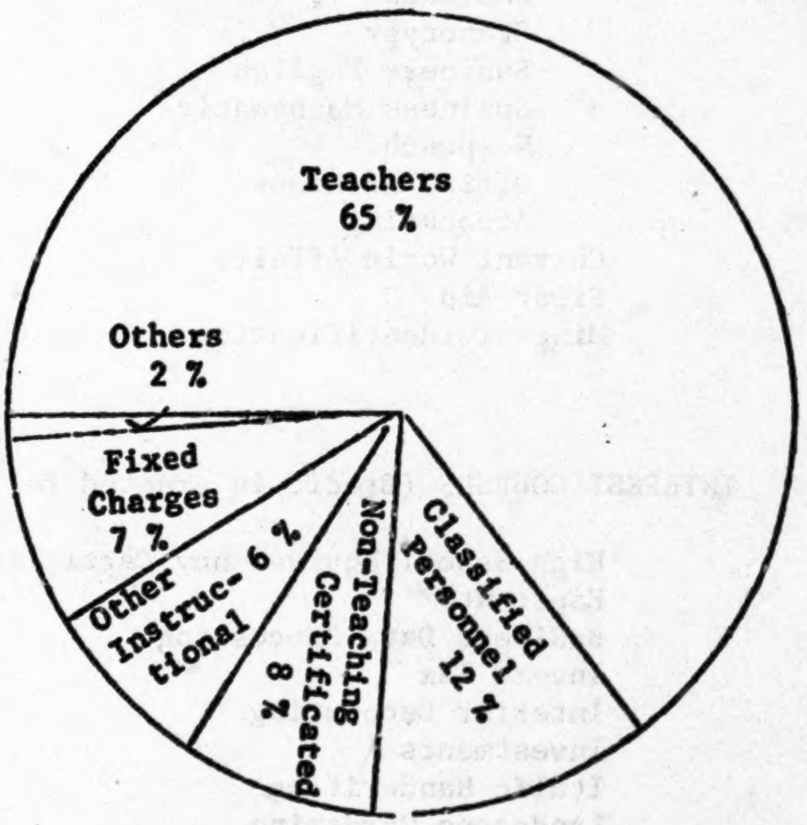
APPENDIX E

Financial Program
1965-1966

Income Sources



Expenditures



Income (Excluding Parent Nursery Data)

Federal Sources	
Adult Basic Education -	$ 59,096
Homemaking Fund -	558
Vocational Ed. Act -	1,348
Total	$ 61,002
State Sources	
"Adult" A.D.A.	$ 65,855
"Others" A.D.A	100,180
Total	$166,035
District Sources	
10¢ Adult Ed. Tax	$178,388
Student Fees	
All fees	$ 25,354
Grand total	$430,779

Expenditures

Teachers	$280,278
Classified personnel	50,244
Certificated non-teaching	34,288
Other instructional	28,324
Equipment	1,060
Operation	634
Rentals	7,491
Janitorial, repairs	4,024
Fixed charges, administration	24,436
Total	$430,779

RECOMMENDATIONS RELATING TO SPECIAL EDUCATION AND SPECIAL SERVICES

(Approved by the School Master Plan Committee in plenary session by more than 75% vote unless otherwise noted)

It is recommended:

1. **That children identified as having exceptional ability or any environmental, intellectual, physical or emotional handicap requiring special services be integrated as fully as possible into regular school activities and academic programs.**
   - a. **Sparing use should be made of any identifying labels or placement which may serve to isolate such children from their peers.**
   - b. **Provision should be made for flexible entry into the school program.**
     - 1) **Entry into kindergarten below the age of four years and nine months should be allowed upon demonstration of physical, mental and/or emotional readiness. (deleted in plenary session by the Master Plan Committee)**
     - 2) **As a matter of policy, ease of transfer between, into and out of regular and special programs should be provided.**
     - 3) **Minors should be encouraged to reenter and complete the secondary school program.**
2. **That the focus of special education be on the individual student achieving success in academic programs and activities at his present level of ability as a means of encouraging progress toward performance at his maximum ability.**
   - a. **Grading practices should be evaluated to determine their effectiveness in reflecting both the student's level of ability and the level of difficulty of the subject matter.**
   - b. **Greater use should be made of flexible teaching assignments, grade level assignments, length of school day and year, and innovative curriculum and materials.**
   - c. **Physical environment should allow easy movement from one activity, subject or group of children to another, and include special equipment and materials for children with physical and neurological handicaps, as well as for children who learn primarily by using their hands and bodies rather than primarily their eyes and ears.**
   - d. **The spectrum of teaching arrangements should include:**
     - 1) **Additional aid in the regular classroom for children with special needs or abilities.**
     - 2) **Disability and ability groups for students with specific skills, or needing remedial attention or enrichment in specific subject matter areas.**

    3) A range of self-contained classes for all day or part day as indicated by the type of therapeutic environment needed or the intensive interest and ability level for students who cannot be fully integrated into regular programs, with continuity from elementary through secondary levels.

    4) One-to-one tutorial possibilities in schools, homes, hospitals and other institutions.

3. That all persons enrolled in Berkeley schools have an appraisal of their learning styles, strengths and deficits as early as possible following entry into the system, with provision for periodic reappraisal and appropriate special programming when evidence of supplementary need exists.

4. That Special Education services be concentrated in the early educational years to improve the likelihood of the individual student achieving his potential level of accomplishment.

    a. Program development for early childhood (generally below kindergarten) should include developmental learning, nurture and protection, and should avoid general academic elementary education.

    b. A credential in Early Childhood Education should be established.

    c. Sufficient coordinated public children's centers for Early Childhood Education should be established to provide nursery school for all children whose parents desire them to have this experience, and day care for all children needing this service, including exceptional children.

    d. A developmental-educational center should be established to explore the merits of an ungraded program encompassing children from three years old through the early elementary level.

    e. The special services should be expanded in the elementary school, including Early Childhood Education, to provide adequate guidance consultants, counselors, psychologists and child welfare and attendance workers. There should be at least one full-time, properly credentialled, pupil personnel specialist assigned to each elementary school to coordinate special services.

5. That improved special educational services be provided for secondary school students.

    a. Provision should be made for secondary students who have not mastered basic academic skills to acquire them through curriculum appropriate to their age and interests.

    b. Alternatives to the present "tracking" system for assigning students to subjects and class sections should be developed.

    c. Teachers, counselors and other District staff should expand efforts to seek out students with potential ability for college or university or specialized education and develop ways to encourage them to continue their formal education.

    d. The spectrum of teaching arrangements recommended for lower school levels should be available at and coordinated with the high school level. (See Recommendation 2d)

e. All curricula should include study of the vocational and career implications of the subject studied. (Deleted by the Master Plan Committee in plenary session.)

f. Employment training and job placement services should be expanded and related to current requirements of employers and unions and should include expanded opportunities to earn while continuing in school.

g. Generally, students should not be sent to the Continuation School before entering the 9th grade, nor without thorough evaluation, and should be allowed to continue until 21 years of age.

h. The Continuation School should be phased out as rapidly as changes in the secondary school program reduce the necessity for its existence.

6. That parents be encouraged to participate in their children's education and in the schools as a community enterprise.

   a. Every parent should be expected to participate in some way in his child's early educational experience, but no child should be excluded from a children's center when parent participation is not possible.

   b. Individual conferences, group discussions, and general meetings should be made more meaningful in terms of parents' understanding of their children's special needs and accomplishments.

   c. Parent and other community volunteers should be encouraged to provide tutorial and subject enrichment services in the classroom.

   d. Additional personnel categories should be established for employment of parents and other adults in the schools, with opportunities developed for them to receive training to qualify for higher levels of skill.

   e. Parents and other citizens should be encouraged to continue to increase their knowledge of aims of special school programs and their participation in District planning.

   f. Flexible child care services, including infant care, should be established to enable young parents to complete their high school education, and to enable parents to work in the schools.

7. That the Board of Education, in cooperation with community agencies, encourage all adult residents who do not have an elementary or high school certificate of completion to avail themselves of adult school basic education and job training courses

8. That counseling, guidance, child welfare and attendance, and psychological services be coordinated under one administrator, with the functions of each specialist clearly defined and coordinated with the roles of other pupil personnel specialists, and that channels of administrative authority of all pupil personnel specialists be clearly defined and well publicized to the District staff and to the community.

9. That there be maximum utilization of the skills of all staff specialists.

a. Pupil personnel specialists and other specialized staff should spend an increasing percentage of their time working directly with students -- individually, in special groups, and in classroom situations supporting teachers and curriculum specialists.

b. Sufficient administrative staff with assigned authority and responsibility should be provided to ensure thorough coordination of services for individual students and of school services provided by other agencies.

c. Pupil personnel specialists and other specialized staff should have special interest and demonstrated aptitude or success in working with the particular types of students to whom they will be assigned, in addition to meeting certification requirements.

d. All teachers, supervisory and non-certificated staff, citizens and community agencies should be fully informed as to the aims and limits of special programs and services, and characteristics of the students involved, and should be encouraged to use these services for consultation or classroom assistance as appropriate. Regular consultation and supervision for teachers involved in special programs should be provided.

e. Time and stipends should be made available to enable specialized staff to keep abreast of new developments in their fields and to develop improved techniques for meeting students' needs.

f. Routine programming and improved record-keeping should be delegated to competent para-professional staff and data processing.

10. That the Board of Education expand its leadership in alerting other segments of the community to the health, nutritional, clothing and shelter needs of children and youth, and encourage development of short and long term solutions to these problems, including:

a. Encouragement of multi-racial housing patterns, including adoption of open housing ordinances.

b. Expanded job training and placement services.

c. The use of school buildings as community centers and the adequacy or inadequacy of total community space for school purposes, particularly for preschool, continuation and adult students.

d. Home and other services for children who become ill and/or whose parents are working or otherwise unable to care for them.

e. Residential facilities and day treatment centers for adolescents whose home situation is harmful to their mental or physical health, or whose disabilities require a sheltered therapeutic environment.

f. Diagnostic and treatment facilities involving a team of specialists available to the schools for referral of children with learning and/or behavior problems.

g. Mental health services for children, parents and/or immediate families needing such services.

h. Coordinated planning with Peralta Junior College District to avoid gaps and overlaps between its Berkeley campus and the Berkeley Adult School and other community groups.

i. Additional physical development and recreation facilities, including programs for exceptional children.

11. That there be increased coordination between the Special Education Department and nearby colleges, universities and other educational services in the areas of: staff recruitment and training, research and evaluation regarding teaching and program, and improvement of curriculum offerings, planning and materials.

12. That budget for special education staff and programs properly reflect the numbers of students involved and the types of educational efforts necessary.

a. The state and local financial commitments and admission requirements for special education should be reviewed: to alleviate inequities in reimbursement for different types of special programs; to establish uniform standards for qualifying for such funds; to allow more flexible use to meet the needs of students, including those enrolled in early childhood education, in individual districts; and to increase the total amount of funds available.

b. Special education should not be completely dependent upon outside funds, but should have a continuing base of local financial support.

c. The rate of reimbursement for hourly certificated employees should reflect experience, training and the responsibilities assigned.

COMMITTEE III - FINANCE AND BUSINESS SERVICES

Walter Kolasa, Jr.
Chairman

Dr. A. O. Bachelor
Vice-Chairman

Mrs. John Borton*
Mr. Norman Brangwin
Mr. Stanley Colberson*
Dr. Daniel Freudenthal
Mr. James Goodwin*
Mr. Edward Grice*
Dr. Elmer Grossman
Mr. Arthur Kirkpatrick
Mrs. Samantha Lee
Mr. Richard Lindheim
Dr. Samuel Markowitz
Mrs. Iola Mason
Mrs. Frank Newman
Mr. Curt Sutliff*
Mrs. Willie Taylor
Mrs. Margaret Watson
Mr. Clifford Wong
Mr. Stephen Wong, Jr.

* Members, many of whom made significant contributions, who were not members of the Committee at the time of plenary session for a variety of reasons, such as illness, press of other responsibilities, or departure from the community.

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COMMITTEE III - FINANCE AND BUSINESS SERVICES

INTRODUCTION

The subject of public school finance is one of great complexity and diversity, and its literature is extensive. This report is deliberately written as briefly as possible and, we hope, concisely and clearly. The discussion is written in the form of arguments for recommendations, although not all the possible arguments are included and many overlap the recommendations. Procedures for implementation are suggested and details are contained in appendixes, followed by references, in the Report of Committee III in Volume Two.

FINANCING STATE REQUIRED PROGRAMS

The State should pay for what the State requires. Under the present system, the State may impose a program and then cause the local school district to finance it through local property taxation. Education is no longer solely a local community responsibility. With the great mobility of population, all people in the state--indeed in the nation--share in the benefits of an educated society. If the State is wise enough to mandate a program, it should be wise and able enough to finance it. We have not gone into the intricacies of state funding; rather, we have concerned ourselves with the principle and would leave implementation to the State.

It is recommended:

1. That the State of California finance all those aspects of public education through completion of high school which are mandated, required or otherwise prescribed by the California State Legislature, California State Board of Education, and/or any other agency of the State of California.* This is not intended to restrict state support solely to "mandated, required or otherwise prescribed" programs.

FINANCING BY LOCAL SCHOOL DISTRICTS

We recognize, however, that a local school district may wish to have a program superior to that fundamental program required by the State. A community should have sufficient local control, through its locally elected school board, to have a superior program. The local school board, responsible to the electorate and with four-year terms, should have the same right to set property tax rates as a city council, county board of supervisors, and other local governmental districts. At present, only the school districts must go to the public for a direct vote on property tax rate increases. Since it is recommended that a large burden of the cost of public education be assumed by the State, the local school board should have the right to set property tax rates without statutory limitation. The vote of the electorate will keep the elected local school board from voting unreasonable taxes, just as the city council has a check-and-balance for its taxing power. There is a basic inequity in treating local school districts differently from other local agencies of government in matters of taxation.

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* English for the Foreign Born, Citizenship, and completion of high school by those adults who did not complete high school in their youth should be considered a part of completion of high school.

It is recommended:

2. That financing of all aspects of public education beyond those which are in fact financed by the State of California be primarily the responsibility of local boards of education, and for such purpose local boards of education have the right to levy taxes without statutory limitation.

FINANCING CLASSROOM CONSTRUCTION

The cost of classroom construction should also be shared by the State instead of falling to the local school district and the local property taxpayer. We propose a 50-50% sharing of the cost of classroom construction according to a fair and realistic plan to be developed by the State Department of Education. Additional funds from the State should be provided to impoverished local districts.

It is recommended:

3. That, in addition to state financing of mandated, required or otherwise prescribed programs, state financing to all local school districts include:
    a. Fifty percent of the cost of classroom construction according to criteria developed by the State Department of Education.
    b. Additional school building construction aid for impoverished school districts.

TAX REFORM

Taxation and school support is a complex, far-reaching problem. The Assembly Interim Committee on Revenue and Taxation of the California Legislature has made an extensive study using to full advantage many of the leading economists and tax experts of the state and nation. Many of the principles and ideas to which we subscribe are embodied in the report of the committee and the bill which resulted from the report. We believe that the public will be served by further study of the bill through its re-introduction in the Legislature.

It is recommended:

4. That, in order to achieve vitally needed drastic tax reform, a broad long-range and comprehensive program such as that described in "A Program of Tax Reform for California (Vol. 4, No. 19, of the Assembly Interim Committee on Revenue and Taxation, July 1965) be implemented by the Legislature.

SOURCES OF FUNDS

Educational financing in our modern society is totally inadequate and illogical. Limiting school district income primarily to the property tax often is oppressive and regressive. The tax usually is high and is not related to ability to pay. The State should be precluded from using property taxes for financing public education and should be required to use "ability-to-pay" taxes, mainly the income tax. Sales taxes, usually thought to be regressive, are not necessarily so if certain basic exemptions are made, e.g., food, drugs, and certain medically necessary devices. While sales taxes would be acceptable with the exemptions mentioned, the income tax, as the tax which is most related to ability to pay, is recommended for financing the State's share of the cost of public education.

The local district would, realistically, still be left with the property tax to finance its supplemental programs. However, the burden of local property taxation would be greatly decreased, not only by state financing of required programs, but by the greatly broadened base and method of taxation. The elderly are becoming an ever-increasing portion of the population.* In the ten-year interval between 1950 and 1960 in Berkeley the age group of persons 65 and over was increased by 24%. Many such persons live on pensions and fixed incomes. Their property taxes are in many cases far in excess of ability-to-pay principles of fairness. All people benefit from an educated population and all should pay some tax and realize they are paying a tax.

The recommendations concerning financing public education are very much related to the recommendations concerning sources of funds and, therefore, to the present day problems of assuring high-quality public education.

It is recommended:

5. That the State of California refrain from taxing real property to finance its share of the costs of public education. It is not intended by this recommendation that the State of California should utilize real property taxes for other purposes.

6. That the State of California finance its share of the costs of public education mainly by equitable "ability-to-pay" taxes.

7. That the State of California finance its share of the cost of public education mainly by a state income tax, with emphasis placed on closing tax loopholes. Other sources of revenue now and not now being used to finance education should not be excluded from consideration.

CONSIDERATION OF TAX EXEMPTIONS

If a non-profit organization is exempt from taxes and engages in profit-making operations, taxation of those operations should be carefully considered. If such operations involve property holdings, appropriate legislative bodies should consider returning such properties to the tax rolls. It is not equitable to make a blanket statement on all profit-making operations and properties of non-profit organizations.

It is recommended:

8. That untaxed profit-making properties and operations of tax-exempt non-profit public and private organizations be reviewed for possible taxation by appropriate legislative bodies.

REQUIRED MARGIN FOR PASSAGE OF BOND ISSUES

California is one of four states retaining the archaic requirement of a two-thirds majority for passage of certain types of bond issues. One-third of the electorate can block what two-thirds vote to finance. The present restriction is derived from the era when there were relatively few property holders, and they needed some protection from a majority of voters, many of whom would not have to pay for the bond issue authorized. In the 1960's nearly everyone is a property taxpayer, either directly or through paying rent. Many bond issues gain well over 60% approval but fall short of the necessary two-thirds. Indeed, it can be argued that a simple majority approval should be sufficient. Approval by 60% of the electorate is here recommended to provide some protection for the minority who might oppose a bond issue. The exact percentage is arbitrary, but in our view 60% sufficiently protects the minority and yet does not allow a very small group to block passage of the bond issue. A large turnout is assured by restricting the reduction to primary or general elections.

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* See Table II, Appendix A to the Report of Committee III in Volume Two.

It is recommended:

9. That a constitutional amendment be placed before the voters to reduce to 60% the present two-thirds voting requirement for passage of local school, city, county, library, and other special district bond issues, with such reduction being restricted to primary or general elections.

PROGRAM BUDGETING

Program budgeting is being used in the Berkeley Unified School District and should be extended throughout the state. Its purpose is to enable the public to understand in simple terms the cost of school programs, and to promote continuing evaluation and planning within the school system of the means and costs of achieving the community's educational objectives.

Program budgeting is a budgetary system for developing and communicating the costs of educational programs. Broad objectives are made explicit by specific programs. Each specific program is translated into cost data, for example, personnel, current cost of operation, equipment, and capital outlay. Thus, costs are directly related, within a budgetary context, to educational goals.

Because program budgeting requires that the community's ideas of what it expects from its "investment" in education be made explicit, it offers community understanding as well as built-in incentives for teachers, administrators, and school boards for continuing evaluation of the means and costs involved. Because program budgeting recognizes and groups together all costs for a given program, including building, maintenance, and administrative costs, it offers criteria for long-term evaluation of projected educational activities. Being able to project total costs over a given time period, e.g., five years, a school board is better prepared to evaluate time-limited grants for special programs.

The traditional school district budget shows costs in terms of objects of expenditure in categories fixed by the California School Accounting Manual.* It focuses on objects of expenditures, whereas a program budget focuses on the objectives of expenditures.

Program budgeting is the most significant recommendation of the Advisory Committee on School Budgeting and Accounting, Subcommittee on School Efficiency and Economy

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* See the Statistical Summary in Appendix C, Report of Committee III in Volume Two, for categories.

in the Report of the Assembly Interim Committee on Education of the California Legislature, October 1966.

It is recommended:

10. That internal school accounting and school accounting to the public incorporate program budgeting throughout the state, since this technique permits districts to relate educational priorities to available financing.

IMPLEMENTATION

The Committee wishes the Report to be pursued actively toward implementation and cautions the reader against the feeling that the Report in itself accomplishes anything. We consulted with our invited speakers and shared views on how to implement many of our proposals which involve strongly the relationship of local and state governments and school boards.

We recommend that the Report of the Committee on Finance and Business Services, after approval of its recommendations by the School Master Plan Committee, be submitted to the following agencies and individuals with a request for favorable action:

1. The Berkeley Chamber of Commerce.
2. Other interested business and labor organizations.
3. The Berkeley City Council.
4. All Assemblymen and State Senators from the County of Alameda.
5. The Committees on Education, and Revenue and Taxation, of the Assembly and Senate of the State of California.
6. Speaker of the Assembly, the Honorable Jesse Unruh, and President pro tempore of the Senate, the Honorable Hugh Burns.
7. All interested lay and professional groups and individuals.
8. Faculty members of the Department of Economics and the Schools of Education and Law of the University of California, Berkeley and Los Angeles.

APPENDIX A - BACKGROUND DATA

TABLE I

INCOME OF THE BERKELEY UNIFIED SCHOOL DISTRICT FOR 1966-67 BUDGET

Source	Amount (rounded off)	% of Total
District Taxes	$11,500,000	66.8%
State Apportionment	2,900,000	16.9
Federal Grants	1,270,000	7.3
Federal-State Comb. Grants	252,000	1.5
Other Income	212,000	1.4
County Sources	112,000	0.6
Net Beginning Balance	941,000	5.4

Total Budget for 1966-67 is $17,385,615. Source: Statistical Summary VIII, Berkeley Unified School District, Berkeley, Calif., pages 16-17.

Expenditures are also detailed in the Statistical Summary. Of the $17.4 million expense, 64% is for Instruction, 10% for the Undistributed Reserve, 9% is for Operation and Maintenance of the school plant, and 2.8% is for Administration. (The remainder is distributed to Fixed Charges and other items.)

TABLE II

DISTRIBUTION OF POPULATION IN BERKELEY, CALIFORNIA, 1950-60 BY AGE GROUPS

Age Group	1950	1960*	Percent Change
TOTAL	113,805	111,268	- 2.3%
Under 18	23,300	27,700	+19.0
18-65	79,700	70,100	-12.0
65 and over	10,900	13,500	+24.0

* 1964 population was about 120,000 (Chamber of Commerce figures). Source: U.S. Bureau of the Census Report PHC (1)-137, discussed in "A Profile of Population Changes and Mobility in Berkeley," Office of Social Planning Coordinator, March 1963.

Note that the proportion of the "dependent-age" group has increased from about 30 to 37% of the total. That is, nearly 4 out of 10 persons in Berkeley are in the dependent age group. This group is so designated because the under 18 and over 65 people are recipients of a large portion of total community health, educational, and recreational services. This trend has been observed in other cities also. Census projections indicate that this trend at both ends of the age continuum will continue during the next ten years. Local variations for various reasons (such as a changing birth rate) may of course occur.

APPENDIX B - THE PRESENT SYSTEM OF FINANCING PUBLIC EDUCATION

LOCAL INCOME

At present over two-thirds of the income of the Berkeley Unified School District comes from district property taxes.

1. The formula for the property tax is as follows: the valuation of your property, times the percentage of assessment (in hundreds), times the tax rate equals your tax bill.

   Example: ($10,000 value) x (25% assessment) x (6.54 per hundred) = $163.50 tax bill

2. The property tax system takes no account of ability-to-pay. The homeowner in a $10,000 house may be a pensioner or a philanthropist.

3. Assessment practices have been found to vary within cities and between counties.

4. While assessed valuation is supposedly based on current market value, this is not necessarily the case.

5. Great discrepancies have been found in total value of property per student between districts. For instance, while Beverly Hills has an assessed valuation of $52,368 per student, La Puente, less than thirty miles away, has only $4,734 per student.

STATE AID

State support takes three forms: Basic Aid, Equalization Aid and Excess Cost.

1. The State formula guarantees only $249 per student. State Basic Aid pays $125, regardless of local wealth.

2. If the assessed valuation of the district does not provide all the remaining $124, the State makes up the difference through Equalization Aid. This formula leaves vast discrepancies between high and low wealth districts.

3. Excess Cost money is provided districts to help make up the difference between the high cost of mandated special programs and the cost of the regular programs.

STATE AND FEDERAL GRANTS

School districts may avail themselves of numerous State and Federal grant programs. However, due to the structure of the funding of these programs, many low wealth districts are financially not in a position to take advantage of these programs. Additionally, many programs have termination dates, requiring districts to pick up the cost of the programs, if the programs are to be continued.

REFERENCES

1. A Program of Tax Reform for California, Vol. 4, No. 19, Assembly Interim Committee on Revenue and Taxation, State of California, July 1965.

2. The Sales Tax, Vol. 4, No. 11, Assembly Interim Committee on Revenue and Taxation, State of California, December 1964.

3. "Are Property Taxes Obsolete?", Round Table Conference of tax and municipal experts, Nation's Cities, March 1965.

4. Berkeley Public School Finances, A Layman's Guide, League of Women Voters of Berkeley, July 1964.

5. Final Report, Assembly Interim Committee on Education, State of California, October 1966.

6. Statistical Summary VIII, Berkeley Unified School District, 1414 Walnut St., Berkeley, California, 1966-67. These booklets--eight have been published--include many details on taxes, salaries, income, budget, enrollment, bond construction, and other topics of interest to Berkeley parents and citizens. Many of the questions that arise in discussions of school finance are dealt with in the Summary, to which the reader is referred. Summary VIII should be considered as an Appendix (C) to this Report.

7. Major Tax Collextions in 1965, U.S. Department of Commerce, Bureau of the Census, Series GF-No. 1, Washington, D.C., Government Printing Office, October 1965. All 50 states are compared. We extract data for California and New York, states that rank 1 and 2, respectively, in population, and have many other similarities.

Percents of Total Tax Revenue in 1965

	Total Sales & Gross Receipts	Individual Income Tax	Corporate Income Tax	Licenses
NEW YORK	26 %	40 %	18 %	9 %
CALIFORNIA	57	13	13	8

1965 Total State Tax Revenue: New York, $2.9 billion California, $3.1 billion

1965 Populations: New York, 18.1 million California, 18.6 million

1964 Personal Income per capita: New York, $3162 California, $3103

INVITED SPEAKERS

We are indebted to the following people who spoke to us concerning the financing of school districts:

1. **The Honorable Spurgeon Avakian, Judge of the Superior Court of Alameda County, former Director, Berkeley Unified School District.**
2. **Mr. Arnold Grossberg, President of the Board, Berkeley Unified School District.**
3. **Mr. Henry Williams, Teacher, President, Berkeley Teachers Assoc.**
4. **Mr. Eric Anderson, Teacher, President, Berkeley Federation of Teachers.**
5. **Mr. Raymond R. Sullivan, Assistant Consultant to (then) Assemblyman Nicholas C. Petris, Chairman of the Interim Committee on Revenue and Taxation of the Assembly of the State of California.**
6. **The Honorable Nicholas C. Petris, Member of the Senate, State of California.**
7. **Professor Charles S. Benson, School of Education, University of California.**

RECOMMENDATIONS RELATING TO FINANCE AND BUSINESS SERVICES
(Approved by the School Master Plan Committee in plenary session by more than 75% vote unless otherwise noted)

It is recommended:

1. That the State of California finance all those aspects of public education through completion of high school which are mandated, required or otherwise prescribed by the California State Legislature, California State Board of Education, and/or any other agency of the State of California.* This is not intended to restrict state support solely to "mandated, required or otherwise prescribed" programs.
2. That financing of all aspects of public education beyond those which are in fact financed by the State of California be primarily the responsibility of local boards of education, and for such purpose local boards of education have the right to levy taxes without statutory limitation.
3. That, in addition to state financing of mandated, required or otherwise prescribed programs, state financing to all local school districts include:
    - a. Fifty percent of the cost of classroom construction according to criteria developed by the State Department of Education.
    - b. Additional school building construction aid for impoverished school districts.
4. That, in order to achieve vitally needed drastic tax reform, a broad long-range and comprehensive program such as that described in "A Program of Tax Reform for California (Vol. 4, No. 19, of the Assembly Interim Committee on Revenue and Taxation, July 1965) be implemented by the Legislature.
5. That the State of California refrain from taxing real property to finance its share of the costs of public education. It is not intended by this recommendation that the State of California should utilize real property taxes for other purposes.
6. That the State of California finance its share of the costs of public education mainly by equitable "ability-to-pay" taxes.
7. That the State of California finance its share of the cost of public education mainly by a state income tax, with emphasis placed on closing tax loopholes. Other sources of revenue now and not now being used to finance education should not be excluded from consideration.
8. That untaxed profit-making properties and operations of tax-exempt non-profit public and private organizations be reviewed for possible taxation by appropriate legislative bodies.
9. That a constitutional amendment be placed before the voters to reduce to 60% the present two-thirds voting requirement for passage of local school, city, county, library, and other special district bond issues, with such reduction being restricted to primary or general elections.
10. That internal school accounting and school accounting to the public incorporate program budgeting throughout the state, since this technique permits districts to relate educational priorities to available financing.

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* English for the Foreign Born, Citizenship and completion of high school by those adults who did not complete high school in their youth should be considered a part of completion of high school.

COMMITTEE IV - COMMUNITY ENVIRONMENT, SCHOOL BUILDINGS AND FACILITIES

Charles Stickney
Chairman, 1966-67

Harry Nakahara
Chairman, 1965-66

Louis Zlokovich
Vice-Chairman

Mrs. LaVerda Allen*
Mr. Harold Bennett
Mr. James Blodgett
Mr. Rex Dietderich
Mrs. Charles Duffy
Mrs. Ruby Dyer
Mrs. Mary Fristoe
Dr. Carl Goetsch*
Mr. Frederic Harvey
Mr. Wallace Holt

Mr. Michael Huffman
Mrs. Eugene Lasartemay*
Dr. Herbert Lints
Mr. John Hans Ostwald
Mr. John Roda
Mr. George Rumsey
Mr. Gene Saalwaechter
Mrs. Maudelle Miller Shirek
Mrs. Lloyd Ulman*

* Members, many of whom made significant contributions, who were not members of the Committee at the time of plenary session for a variety of reasons, such as illness, press of other responsibilities, or departure from the community.

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COMMITTEE IV - COMMUNITY ENVIRONMENT, SCHOOL BUILDINGS AND FACILITIES

THE BERKELEY COMMUNITY

The City of Berkeley is characterized by a diversity of racial and cultural groups. The community includes middle class education-oriented business and professional people; the University community; many citizens whose opportunity for education and cultural development has been severely limited in the past; elderly and retired persons, many of whom remember Berkeley's former status as a suburb; and a group of young people attracted by, but not necessarily part of, the University community, some of whom challenge the traditional values of our society. The diverse racial composition of the city appears to be stabilizing, with a school population of approximately 50% Caucasian, 41% Negro, and 9% other.

Integration of these various groups in our schools has been difficult for several reasons. Well-defined patterns of residential segregation still exist in our city. The University and adjacent central business district form a divisive wedge through the center of the city. What should be the northwest corner of Berkeley is not part of the city at all, leaving the northeastern hill area--the city's largest district of Caucasian-occupied homes--without any adjacent area of more modest housing.

The city was developed before the automobile became the dominant form of transportation, so that many streets which were quiet residential avenues are now major crosstown thoroughfares.

Many neighborhoods have long been without adequate parks and recreational facilities, leaving the schools as the only center of neighborhood identity and activity. There will be some improvement in this situation resulting from the City's capital improvement program. Planning for joint use of certain facilities evidences good cooperation between the City and the School District.

The size of the population has been relatively constant over the past thirty years. In our planning we have assumed that this will continue in the foreseeable future.

EXISTING FACILITIES

Existing educational facilities, although improved as a result of a bond issue approved in 1962, are still severely deficient in the following respects:

1. Most elementary schools have inadequate play areas.
2. Many elementary schools, which are intended to serve as neighborhood schools, are located so that children must cross dangerous major streets to get to school.
3. Even the newest buildings fail to provide the flexible space needed for utilization of modern methods of teaching and varying class groupings.
4. Space for teacher preparation activity is lacking.
5. There is an inadequate number of permanent classrooms, so that a significant number of classes must be accommodated in temporary buildings and in space intended for other purposes such as auditoriums and cafeterias.

6. Several major buildings are more than thirty-five years old and will soon require replacement or extensive renovation.

7. Administrative and service facilities are widely scattered with resulting inefficiencies.

8. As a result of a large number of small elementary schools there is wasteful duplication of facilities such as cafeterias, libraries, auditoriums, offices and health facilities. This situation requires wasteful travel time for special personnel and inhibits utilization of new electronic and mechanical teaching aids.

9. No facilities are available for the development of an adequate pre-kindergarten program.

10. Although present facilities provide for racial integration for grades 7-12 and for 21% of our pupils in grades K-6, the balance of our elementary students are attending substantially segregated schools.

Adoption of the recommendations in the following sections will centralize Berkeley's educational facilities on fewer and larger sites, thereby making possible the economic utilization of modern teaching methods and promoting the integration of the various racial and cultural groups which make up our city.

THE HIGH SCHOOL

Education for grades 9-12 should be conducted on a single central site. The present high school site is a good one. It is easily accessible by public transportation. Its location in the heart of the city is symbolic of the inter-relation between school and community. Utilization of resources of the adjacent city government and business community to enrich education is made possible by this location. Present West Campus facilities should ultimately be relocated on or adjacent to the present high school site. The present single-grade school at West Campus is not consistent with the development of flexible programs. Expanded library-study and recreational facilities should be developed on the high school grounds or adjacent thereto, so that students will be encouraged to linger after school hours to develop integrated peer group relationships.

It is recommended:

1. That the high school be accommodated on one expanded campus in the vicinity of the present central high school site.

THE MIDDLE SCHOOL

The two present junior high schools should be expanded into middle schools.* The Garfield site, the largest now owned by the School District, offers space for such expansion without extensive additional land acquisition. In a few years there will be a new neighborhood park adjacent to the Willard site. The Willard School buildings are presently not being used to capacity. Space for the additional grades at

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* By "middle school" is meant a school serving upper elementary and lower secondary grades. As examples, schools containing grades 4-8, 5-8 or 6-8 may be considered middle schools.

Willard could be provided with little or no land acquisition, if a new large multi-story main classroom building is constructed to replace the present main classroom building. This building is now relatively old and in need of replacement or major renovation. Implementation of this proposal would make maximum use of existing junior high school buildings and sites, extend racial integration, and eliminate overcrowding in the elementary schools.

It is recommended:

2. That two middle schools be established at expanded Garfield and Willard sites.*

THE ELEMENTARY SCHOOL**

The ideal size of elementary schools has never been determined. In Berkeley present school size is based on walking distance and not on educational efficiency. We found many indications that largeness has a positive effect on many aspects of school operation, and we found no substantiation for the notion that largeness inevitably has a negative effect on students.

The education revolution based on new technology and on new teaching techniques is only now beginning. Even the professional educator, while recognizing that the neighborhood school is an anachronism, is unable to state authoritatively the ideal size of its larger successor. It now appears certain that urban as well as rural children will be transported by school bus, but there is still no adequate background of experience to determine the impact of this type of pupil movement on school size.

However, certain elements peculiar to the elementary school make mass concentration of students less imperative than for middle and high schools. Library and recreational facilities needed by K-4 children are more modest. Three, four or five K-4 libraries could be created with little loss of efficiency when compared to a single large library facility. Computer-connected equipment can also be placed in four locations with nearly as great efficiency as on a single site.

This committee feels that three, four or five K-4 schools, optimally located along the center of the north-south axis of the city, would receive public acceptance and would serve the city well for many years to come. From the standpoint of pupil movement, the separate sites would be more convenient than a single site. Educationally, the units would be large enough to be efficient. Our alternative choice would be that of a single K-4 school located centrally in Berkeley.

It is of great importance that new schools not be tied to old buildings. When appropriate, present sites should certainly be used, and occasionally existing units may be incorporated into the new larger schools. However, we seek elementary schools that will win accolades for Berkeley--from architects and educators, but most of all from students and from the community.

It is recommended:

3. That a chain of elementary schools be established along the north-south axis of the city or, in the alternative, one central elementary school.

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* By "middle school" is meant a school serving upper elementary and lower secondary grades. As examples, schools containing grades 4-8, 5-8 and 6-8 may be considered middle schools.

** By elementary school is meant all grades below the middle school and above the preschool.

NEIGHBORHOOD CENTERS

A new facility should be established in each neighborhood to fill the void left by removal of the neighborhood school. The neighborhood school is now often the only public building in the neighborhood, adding variety to the urban landscape and serving as a center for parent participation in community affairs and often as a study center. Its playground is a neighborhood recreational facility. When neighborhood schools are removed, a neighborhood center should be established within easy walking distance of each home. Each neighborhood would thus be provided with an attractive landscaped public building as a source of identity and a center for parent involvement, cultural activity and community organization. Portions of some retired schools could be used for such centers. Others could be established in conjunction with existing recreation centers and libraries. Responsibility for the establishment and maintenance of such centers should be with the City rather than the School District. Once neighborhoods have been integrated, facilities for preschool education and day care could be established in conjunction with the centers to provide an additional unifying force for each neighborhood.

It is recommended:

4. That as elementary schools are centralized, neighborhood centers with libraries, meeting rooms, outdoor recreational and other community facilities be established by the City and the District within easy walking distance of each home in Berkeley.

ADMINISTRATION AND SERVICE FACILITIES

Administration and service facilities are now spread over eleven sites, five on property owned by the School District and six on leased premises. Good economy requires that these activities be consolidated on a central site adjacent to other facilities wherever feasible.

It is recommended:

5. That administration and service facilities, including a curriculum center, be established on a central site.

TRANSPORTATION

The centralization of educational facilities will present significant logistical problems. Transportation of students and faculty, delivery of cafeteria and school supplies, and refuse disposal must all be considered. Bus transportation for one-third of the students at the national average cost of $40 per student per year would cost about 2% of the present school budget. Improved public transportation for the city as a whole would minimize the need for the schools to provide special transportation facilities. Some faculty parking should be provided at all larger sites. Logistical problems and costs should not be viewed as barriers to building an outstanding educational system. However, they must be recognized as detailed plans are made.*

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* For preschool transportation see Savo Island Report, Appendix C, in the Report of Committee IV in Volume Two.

It is recommended:

6. That the School District accept responsibility for transportation of students in grades K-8 who live beyond a reasonable walking distance from school.

IMPLEMENTATION

No plan can achieve all objectives perfectly and better solutions may always be developed by further study. We need to improve and we need to begin, but we must regard no decision as final. We, therefore, do not recommend a one-time replacement of all our educational facilities. A gradual replacement and upgrading offers the greatest chance of providing the best facilities, both now and in the future.

Implementation of the program recommended does not require immediate massive capital expenditure. Certain things should be done now; others can be done later as existing facilities require replacement or as the apparent advantages of new facilities stimulate efforts to provide additional facilities more rapidly.

For the present, no new space should be added to existing neighborhood schools, except for those schools which would become part of the central elementary school chain. Additional classroom space presently needed in the District should be provided by removing the 6th grade from the elementary schools and beginning expansion of the junior high schools into middle schools. A preschool facility serving the entire city is needed now. We propose that the School District purchase the Savo Island property and establish a preschool facility there. Savo Island could also provide an excellent site for the administration service center which should be established now.*

It is recommended:

7. That children's centers for preschool education and day care be established immediately on one central site, the centralized program to be re-evaluated as plans for the modification of elementary schools are developed.

ENVIRONMENTAL CONTROL

School facilities should be designed as controlled environments conducive to the learning process. Attractive well-landscaped facilities with personality and opportunity for privacy encourage a positive attitude toward learning. The school of the future may altogether abandon grades, standard classrooms and other traditional practices. Therefore, buildings must be designed to accommodate different groupings of students, individual study, and technological developments, and be sufficiently flexible to accommodate continuing change.

Current developments in the educational process and the current emphasis on the need to develop each child's full capabilities almost certainly spell the end of "one teacher, one classroom" schools. If this is true in general, it is even more imminent for Berkeley. The process of experimentation to meet these new needs has just begun and can be expected to continue for many years. Berkeley cannot wait for a new educational philosophy to arrive and new school plant criteria to be developed and tested. The answer, then, should be flexibility--within rooms to meet day-to-day diversity in program and, on a larger scale, flexibility to modify entire arrangements of rooms and their mechanical systems or even to relocate buildings and spaces on a given site without losing the initial capital investment.

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* See Savo Island Report, Appendix C, in the Report of Committee IV in Volume Two.

By pooling the efforts of industry, a number of school districts, and universities, the School Construction Systems Development system has achieved some success in this area in given situations (one-story schools on flat land). Immense additional effort would be required to achieve similar results in solving the need for multi-story systems to serve land-poor communities like Berkeley. However, the rewards would be great, the need is growing, and Berkeley should take any opportunity to support and encourage such a development.

School buildings of the future must stimulate the student and teacher through spatial organization and visual expression. Flexibility must be tempered by consideration of design and structure. We must try to envision the educational principles of the future and to meet their demands. That we may occasionally fall short of these goals does not free us from these endeavors.

New attitudes toward education have been formulated for a long time and education is in constant flux. Our Berkeley school buildings reflect little recognition of the need for adaptability for change. Our greatest architectural and financial efforts must go into the design of schools which will reflect social integration and flexibility.

It is recommended:

8. That each new facility be developed as an environment conducive to the learning process with flexibility for utilization of educational techniques of the future.
9. That we seek to interest other urban school districts in joining with us to draft specifications for and sponsor the development of a multi-level, flexible, portable school building system.

DISPOSITION OF EXISTING FACILITIES

Centralization of school facilities will release land now occupied by some of our elementary schools. We have already recommended that portions of the sites be retained for neighborhood centers. Remaining land will provide an exceptional opportunity to fill in gaps in our park system to serve the whole city. Use of the land for residential development should be considered next. Priority should be given to the development of residential accommodations suitable for persons who have been displaced by land acquisition for central facilities. Residential development could be designed to complement existing housing in the neighborhood and to further residential integration throughout the city.

The existing West Campus facility could be used for the continuation school program, adult education or it could be sold or leased.

CITY MASTER PLAN

A master plan for education should be part of a well-thought-out comprehensive master plan for the city as a whole. We recommend that such a master plan be developed as a joint effort of the School District and the City, coordinated by the most qualified professionals available. It should seek ways to integrate the proposed changes to the school system into the fabric of the city in the manner most beneficial to Berkeley as a community.

Federal, State and private grants should be sought to carry out the master plan. The basis for obtaining these funds would be that Berkeley would undertake to find definitive solutions to the current problems of urban schools and segregation--problems which have invalidated the idea of neighborhood schools both as an educational concept and as a neighborhood planning concept.

We recognize that no plan for integration in the schools can go as far in developing meaningful integrated peer-group relationships as would occur in truly integrated neighborhoods. We, therefore, urge the City to do all in its power to preserve the presently integrated neighborhoods adjacent to LeConte, Washington, Willard, and Jefferson Schools, and to seek integration of other neighborhoods throughout the city.

It is recommended:

10. That in the implementation of these proposals a physical master plan be developed as a joint effort of the School District and the City, coordinated by the most qualified professionals available.

APPENDIX A - THE EDUCATIONAL PARK

The recommendations of this committee for centralization of educational facilities may be characterized as proposals for the establishment of educational parks. An educational park may be defined as "a clustering of educational facilities in a campus-like setting utilizing centrally organized common facilities and drawing its student body from a larger community."

The following summary of the advantages and disadvantages of a single educational park as compared with the neighborhood school may be helpful in evaluating our recommendations.

ADVANTAGES

1. Operating cost savings through more efficient use of teaching staff, particularly specialized teachers who would not have to travel from school to school.

2. Capital cost savings through more efficient use of facilities such as cafeterias, auditoriums, play space, libraries, and shop and science equipment.

3. Integration of diverse cultural, racial, and economic groups within the student population.

4. Functionally better schools from an instructional standpoint (more flexible room arrangement, designed to accommodate the latest advances in teaching techniques and the use of teaching machines). It should be noted that this point is more a function of buildings of modern design than of their organization into an educational park.

DISADVANTAGES

1. The logistics problem of the arrival and departure of the pupils and teachers, the delivery of supplies, refuse disposal, and employee parking.

2. The cost of busing students.

3. The depersonalization feared in such a large school.

4. The undesirability of taking young children mostly by bus a considerable distance from home.

APPENDIX B - GUIDELINES

Early in our study we developed a set of guidelines by which to judge any proposal submitted for recommendation by our committee. These guidelines are set forth here for information, since they may be of assistance in evaluating all recommendations of the School Master Plan Committee:

1. An acceptable proposal shall work toward integration of racial and socio-economic groups in all Berkeley schools.
2. An acceptable proposal shall give reasonable expectation that it will counteract the alienation toward school and education expressed by a significant number of Berkeley students. There should be a reasonable expectation of improvement in school absentee rates, group achievement scores, racial integration of achievement tracks, and reduction of dropout rates.
3. An acceptable proposal shall enhance the economic outlook of all students whether this involves proper college placement or meaningful terminal technical education.
4. An acceptable proposal shall insure that all Berkeley students attend schools of architectural distinction.
5. An acceptable proposal shall increase meaningful parent involvement in the educational process.

BERKELEY UNIFIED SCHOOL DISTRICT

SCHOOL MASTER PLAN COMMITTEE
MARC H. MONHEIMER, CHAIRMAN
THOMAS D. WOGAMAN, VICE - CHAIRMAN

INSTRUCTIONAL PROGRAM
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SUPERINTENDENT

ADMINISTRATIVE OFFICES
1414 WALNUT STREET
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AREA CODE 415, 841-1422

May 15, 1967

Mr. Arnold L. Grossberg, President
Board of Education
Berkeley Unified School District
1414 Walnut Street
Berkeley, California 94709

RE: Acquisition of Savo Island

Dear Mr. Grossberg:

It is my pleasure to submit to the Board of Education the Report of the Committee on Community Environment, School Buildings and Facilities (Committee IV) of the School Master Plan Committee concerning the acquisition of the Savo Island property by the Berkeley Unified School District.

The Report was briefly reviewed by members of the Steering Committee of the Master Plan Committee prior to its final adoption by Committee IV. However, the Report was not reviewed by, commented upon or submitted for approval to the members of the entire Master Plan Committee. It is, therefore, the Report only of the Committee on Community Environment, School Buildings and Facilities and is submitted without either the approval or disapproval of the membership of the whole Master Plan Committee.

Very truly yours,

/S/ Marc H. Monheimer, Chairman

MHM/ktn
Enclosure

cc: Mr. Charles D. Stickney
Dr. Thomas Wogaman

May 11, 1967

Mr. Arnold L. Grossberg, President
Berkeley Board of Education
c/o Mr. Marc H. Monheimer, Chairman
Berkeley School Master Plan Committee

Dear Mr. Grossberg:

The enclosed report is in response to a letter from Samuel A. Shaaf in June, 1966, then President of the Berkeley School Board, requesting that our committee consider possible uses for the Savo Island Properties, and the implications of these uses elsewhere in the District. We hope the enclosed report will be of help in completing your decision regarding this property.

Respectfully Submitted,

Committee on Community Envirnonment,
School Buildings and Facilities

/S/ Charles D. Stickney, Chairman

Enclosure
cc: M. Monheimer

APPENDIX C

REPORT OF COMMITTEE IV TO THE BOARD OF EDUCATION

RE SAVO ISLAND PROPERTY

Report adopted by Committee IV April 20, 1967,
Revised May 3, 1967

RECOMMENDATIONS

1. That the Berkeley Board of Education exercise its option and purchase the Savo Island Property.

2. That approximately eight (8) acres of the site be considered for an Early Childhood Education Center.

3. That the remaining acres be considered for development by the School District and the City of Berkeley in accordance with a master plan for Savo Island which may include certain centralized City/School administrative facilities.

DISCUSSION

Acquisition of Savo Island Properties - The community of Berkeley, having little open land to offer, has presented the School District with built-in problems in school site selection and/or expansion. The sensitivity in the community to condemnation procedures by public bodies in acquiring land parcels has set limitations which have been constrictive and of a hardship nature, particularly to the School District.

Savo Island is a part of the little available open land which Berkeley has to offer. It is located almost between the areas of South and West Berkeley and geographically could be the intersection of the major areas of South, West and East Berkeley.

The School District's many needs for land, either for expansion, reorganization, and/or relocation of facilities and programs, coupled with the opportunity effective to February 1968 for option to purchase Savo Island, all point strongly to the District's acquisition of these properties.

The Committee of School Facilities and Community Environment, therefore, would urge the Berkeley Board of Education to exercise its option to purchase the Savo Island properties.

An Early Childhood Education Center - The Board of Education should centralize preschool education in Berkeley by creating a facility on the Savo Island site. The use of eight (8) acres of the property for this purpose (Parcels 3, 4 and 5 - see map) could accommodate 2,000 students, twice the number now enrolled in preschool programs. The new facility could gradually replace the randomly scattered and makeshift buildings currently serving this population in Berkeley.

Many members of the professional staff of the Berkeley preschool program feel that centralization would be educationally desirable. A single site would allow easier coordination of the three programs now in operation (parent participation nursery, day care, and compensatory nursery program) and would allow much more efficient use of school nurses, speech therapists, and other professional and non-professional personnel. Architectural design and landscaping characteristics of the site would enable the small child to identify with a specific area and group so that he or she would not feel lost in a large complex.

Transportation of students to a central site would be predominantly by private vehicle, as is now the case and should be coordinated by a staff transportation officer. Neighborhood groups, such as elementary school parent groups and the block organizations, stimulated by the Economic Opportunity Organization (Berkeley area), could be asked to assume local responsibility to see that maximum opportunities are created.

Bus transport could also be tested. ESEA buses frequently pass the site with sparse loads, and the School District's Transportation Officer estimates that one hundred (100) children might be transported to Savo Island by ESEA buses from South and West Berkeley without disrupting other programs. This may be the testing ground for other efforts of coordinated pupil movement as resources become available.

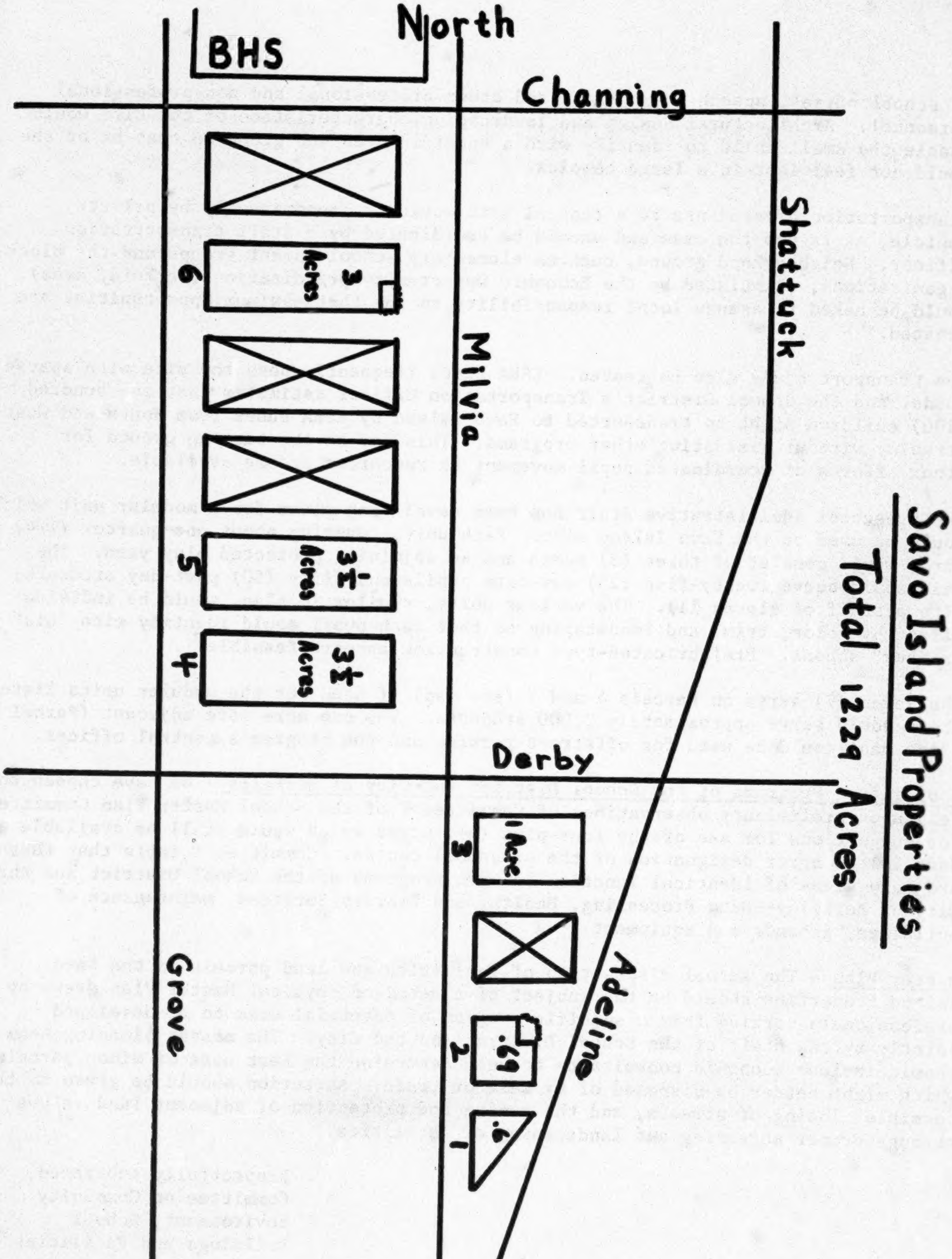
The preschool administrative staff has been developing plans for a modular unit which could be used on the Savo Island site. Each unit, covering about one-quarter (1/4) acre, would consist of three (3) rooms and an adjoining protected play yard. The unit would serve twenty-five (25) day care pupils and fifty (50) part-day students, with a staff of eleven (11). The various units, similar in plan, would be individualized by color, trim, and landscaping so that each pupil could identify with "his" or "her" school. Prefabricated-type construction appears feasible.

The seven (7) acres on Parcels 4 and 5 (see map) if used for the modular units listed above could serve approximately 2,000 students. The one acre site adjacent (Parcel 3 - see map) could be used for offstreet parking and the program's central offices.

Coordinated Programs of the School District and City of Berkeley - We have chosen to rely upon preliminary observations of Committee V of the School Master Plan Committee for suggestions for use of the four-plus (4+) acres which would still be available at Savo Island after designation of the preschool center. Committee V feels that there are many areas of identical function between programs of the School District and the City of Berkeley--Data Processing, Health, and Library Services, maintenance of buildings, grounds and equipment.

Master Plan - The actual disposition of facilities and land parcels in the Savo Island Properties should be the subject of a detailed physical Master Plan drawn by professionals working from a specific program of potential uses to be developed jointly by the staff of the School District and the City. The master planning team should include economic consultants to help determine the best uses of minor parcels which might better be disposed of by sale or trade. Attention should be given to the possible closing of streets, and the zoning and protection of adjacent land values through proper screening and landscaping of facilities.

Respectfully submitted,
Committee on Community
Environment, School
Buildings and Facilities


North
BHS
Channing
Shattuck
Milvia
3 Acres
6
3½ Acres
5
3½ Acres
4
Savo Island Properties
Total 12.29 Acres
Derby
1 Acre
3
.69
2
.6
1
Grove
Adeline
South

RECOMMENDATIONS RELATING TO
COMMUNITY ENVIRONMENT, SCHOOL BUILDINGS AND FACILITIES

(Approved by the School Master Plan Committee in plenary session by more than 75% vote unless otherwise noted)

It is recommended:

1. That the high school be accommodated on one expanded campus in the vicinity of the present central high school site.

2. That two middle schools be established at expanded Garfield and Willard sites.*

3. That a chain of elementary schools be established along the north-south axis of the city.**/+

4. That as elementary schools are centralized, neighborhood centers with libraries, meeting rooms, outdoor recreational and other community facilities be established by the City and the District within easy walking distance of each home in Berkeley.

5. That administration and service facilities, including a curriculum center, be established on a central site.

6. That the School District accept responsibility for transportation of students in grades K-8 who live beyond a reasonable walking distance from school.

7. That children's centers for preschool education and day care be established immediately on one central site, the centralized program to be reevaluated for integration into the elementary schools as plans for the modification of elementary schools are developed.+/++

8. That each new facility be developed as an environment conducive to the learning process with flexibility for utilization of educational techniques of the future.

9. That we seek to interest other urban school districts in joining with us to draft specifications for and sponsor the development of a multi-level, flexible, portable school building system.

10. That in the implementation of these proposals a physical master plan be developed as a joint effort of the School District and the City, coordinated by the most qualified professionals available.

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* By "middle school" is meant a school serving upper elementary and lower secondary grades. As examples, schools containing grades 4-8, 5-8 or 6-8 may be considered middle schools.

** By "elementary school" is meant all grades below the middle school and above the preschool.

+ Amended by the Master Plan Committee in plenary session.

++ Received approval by the Master Plan Committee in plenary session by more than 50% but less than 75% vote.

COMMITTEE V - DISTRICT RELATIONSHIPS

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- Mrs. Mary Elizabeth Sullivan (deceased)
- Dr. J. S. Summersette
- Mr. Thomas Tait
- Mr. Charles Weikel
- Mr. Ernest Weiner

* Members, many of whom made significant contributions, who were not members of the Committee at the time of plenary session for a variety of reasons, such as illness, press of other responsibilities, or departure from the community.

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INTRODUCTION

In beginning its work, Committee V recognized the many and varied relationships which a school district must maintain. As we attempted to enumerate them, we came up with the following list:

Possible Areas of Study

Relations with:

- Other School Districts
- Private Schools (inc. Parochial)
- Business and Industrial Community
- The Student Generation
- City of Berkeley
- Berkeley Public Libraries
- Alameda County
- State of California
- U. S. Government
- Adult Education and Work Training Programs
- Other Kinds of Districts; e.g., Regional Parks, BART, etc.
- University of California
- Voluntary Agencies
- Private and Public Foundations
- Economic Opportunity Program
- Churches
- and others.

In proceeding with our study it was necessary to focus in on several of these, not necessarily because they were the most important but because they presented themselves as available to study, both in subject matter and in the interest of the committee members.

The Committee divided into four subcommittees and proceeded to study the following areas:

1. Relations with the Berkeley Library System
2. Relations with the University of California
3. Relations with the City of Berkeley
4. Relations with County, State, and Federal Structures

Each subcommittee organized in the way appropriate to its subject matter and established its own procedures, including reading, interviews, discussions, etc. The methodology is reflected in the report of each subcommittee. The work of these subcommittees was related to the life of the total Committee V through "brainstorming" sessions, progress reports, an initial summary report and then the discussion and acceptance of each final report by the total committee.

Although this report reflects the consensus of Committee V, as adopted by that committee, it represents the investigation and initial authorship of the members of each subcommittee. Thus each report may be considered to stand on its own, even though we recognize the inter-relatedness of all district relationships.

Out of our discussions as a total committee, while working on the specific topics reported here, there have come several observations that we would like to pass on to the Board of Education.

Specific Problems

1. An area which we were unable to study, but which loomed larger and larger in our considerations is the relationship between our school district and other school districts in the immediate vicinity within and without the county. In each discussion the possibilities of increased cooperative action became apparent and attractive. Without going into detail devoid of prior study we would mention only a few examples.

   a. The library resources for our schools could be significantly enhanced through cooperative cataloguing and purchasing.
   b. The University of California has a leadership role in education that could be used to a much greater advantage if they could relate to cooperative efforts among the school districts.
   c. Effective use of automation in teaching may be enhanced through mutual effort.
   d. and many more

   We strongly recommend further study of these and other aspects of inter-district relationships.

2. Many of the concerns which we considered are of a continuing and changing nature and cannot be pinned down even long enough to contain them within a Master Plan for education. An example of this is the relationship that exists between the schools and the problem of intergroup relations in the City. While some guidelines might be established by such a committee as ours, the changing social scene requires a continuing awareness of the immediate problems as they emerge, in the light of long-term commitments and policies by the Board of Education.

   We recommend the serious consideration of the establishment of standing advisory committees of the Board of Education similar to those that serve the City Council, made up of interested and qualified citizens of the community, who can advise the Board in policy and immediate matters, maintaining a continued awareness of their assignment within the context of rapid change. Such committees might well consider, for example:

   a. Intergroup relations
   b. Social and religious values in the schools
   c. Experimentation and automation
   d. Personnel: qualifications and relations, etc.

3. Of continuing frustration to our committee has been the awareness that our vision of the future is seriously impaired by our own experiences and prejudices of the past. While being challenged to project into the future with imagination we found ourselves bogged down in analysis, discussion and criticism or praise for what is today, and reality of rapid changes taking place during the time of the study itself. While we recognize a legitimate and necessary role for a committee of citizens from the community to serve as a sounding board for new educational developments and present policies, we feel that those who have professional training and experience are in the best position to project new forms and programs for the years to come, in cooperation with lay committees.

We recommend that the role of the "Master Plan Committee" be reconsidered, and if it be considered to be a valuable asset to the Board of Education and its work, that its role be to initiate new concepts and to respond to the projections, evaluations and creativity of our professional staff. Such a role has begun to develop in our consideration of the educational park and middle school concepts. The inter-action of imaginative lay thought and professional understanding is essential for the well-being of our schools but the proper role of each must be sought. Adequate paid staff must be made available to assist what ever lay committees are constituted.

RELATIONS BETWEEN THE BERKELEY PUBLIC SCHOOLS AND THE BERKELEY PUBLIC LIBRARY SYSTEM

Introduction

In studying the relationships between the schools, the school libraries and the public libraries, the Committee had to first determine the functions of libraries as they related to the schools and their needs. It was agreed that the school library should be more than a repository of books, but rather an extension of the classroom instructional program, thereby, providing instruction to pupils in library skills, procedures, research and the love and rewards of reading.

Areas of Study

The Committee focused its study mainly in two areas, (1) Relations between the school libraries and those of the city and (2) Present Berkeley school libraries' services in relation to future school needs.

The Committee conducted interviews with the directors of both the school and public libraries, held interviews with representatives of U.C. School of Librarianship, read articles and toured a South San Francisco school and drew upon the experiences and knowledge of Committee members.

Report

1. Relations with Berkeley School and Public Library:

   a. Discussion:

      The present relations between the library services of the School District and those of the Berkeley Public Library is cooperative, but lacks the necessary structure and organization for the most effective communication and coordination.

      The only structured coordination of the two departments is at the School Board and Public Library Commission level, whereby a School Board member serves as a member of the Library Commission. Overall coordination and cooperation is dependent upon the attitude and interest of individual administrators, teachers and public librarians.

Fortunately, relations are and have been positive, particularly at the elementary school level.

The School District promotes the activities of the Public Library through pupil visits to branch libraries, by keeping pupils informed of the various services that are offered, and by providing the schools with library leaflets and announcements of Public Library activities.

Recently the Young Adult Librarian of the Public Library staff has been serving as a liaison at the secondary level. But all of these efforts are insufficient for providing an efficient and meaningful library program. Our study has led us to an awareness of the severe limitations under which the School District library services are operating. All Berkeley school libraries are below the minimum American Library Association standards as to the number of books in their collections, their dependence upon volunteer help for staffing, and lack of professional and clerical help, and support necessary for a good library program and for provision for future needs. Funds made available by the passage of the recent tax election have provided additional professional staff, but this is just a beginning toward providing an adequate program. Clerical help and increased allotment for purchase of books are needed.

Because of limited and inadequate district library services, many student needs and requests are inadequately met by the Public Library and these shortages have created some areas of concern and some problems:

1) Public Libraries become primarily study halls in the evening for students, which limit their use by the general public.
2) Inadequate orientation of teachers to available public library materials and services result in unrealistic student assignments.
3) The maintenance of a good public library is in jeopardy because of student behavioral problems.

On the other hand, the two separate systems represent a duplication of services and materials particularly in certain areas, such as young people's books. Elementary School library collections are not generally accessible after school on week-ends and during the summer months, limiting services at some of the most opportune times.

Societal and educational needs are changing and new and additional demands are being made upon the district library services. As education becomes more a life-long process and recreational reading is accepted as part of this educational process, the resources of both the school and Public Library are required, and since both systems are supported by the same tax base it seems unnecessary to have duplication of materials to achieve the maximum effect. More effective coordination is needed.

b. To facilitate coordination we recommend:

1) That a serious independent study be made of the possibility of unification of the district library services and those provided by the Public Library. Some of the advantages of such a joint system would include:

   a) Provide convenience of a neighborhood library
   b) Visiting the library could become a family affair.

Additional advantages are indicated in the survey reported by the American Library Association in its publication, The Public Library Reporter, November 11, 1963, lead us to believe that this may be feasible for Berkeley.

2) Both the district and the public library should develop organization for more effective communication at the curriculum level in order for both agencies to be informed of programs that may affect their services, and in order to ensure effective utilization of materials.
3) Procedures should be taken by the School Board to make the function of its liaison to the Public Library meaningful and effective.
4) A program to orient teachers to the materials and services provided by both the school and Public Library should be implemented.
5) Prior to the determined site of any future public libraries, serious consideration should be given to the use of school library facilities by the general public.
6) A system of cross-referencing within the school district and between the public library and school district libraries should be developed in order that materials and facilities can be used to the fullest advantage.

[illegible]. Improvement of School Library Services:

a. The projected trend indicates that school libraries will be more than a depository for books, but will also provide records, films, filmstrips and tapes. It will serve more as an instructional center, as an extension of the classroom, and as a vehicle for providing the necessary knowledge and information for students' adjusting to the needs of our changing society. The school library must be a resource for the teacher, student, and the parent.

b. In order that the school district library services be improved and made adequate to meet present and changing needs, we recommend the following:

1) Dependent upon size and needs of schools, each elementary school library should have no less than one full time professional Librarian. The larger elementary schools because of their unique needs should be provided two professional Librarians and adequate paid clerical help. In secondary school libraries, professional and clerical staff should also be increased to meet the American Library Association's standards.
2) Individual school library budgets should be increased to more nearly approximate national standards. Present budget allotment is inadequate to provide sufficient materials in the needed quantities.
3) A total range of available library materials in various subject areas, coordinated with adequate audio-visual materials should be provided individual school libraries. The district should reorganize its Library Center and Audio-Visual Department into one center under the direction of the Coordinator of Instructional Materials, which would provide more efficient and meaningful support of both departments for the instructional program.

3. Extension of Services:

Planning and cooperation between the Public Libraries and school libraries should also reflect the changing needs of students of all ages and the needs of the community.

a. Program and service should be developed and coordinated for the preschool student.

b. Better library services and facilities should be provided for the Adult Education Program.

4. Relations with the University of California:

We further recommend that the vast resources of the University of California Library be more effectively used for the benefit of the District and the University. Communications and cooperation should be increased.

a. A program should be developed and implemented for the use of student librarians in the elementary and secondary schools, which would provide practical experience for the library students and additional help and staff to school libraries.

b. A program should be developed and implemented to provide teachers with additional resources through the University's library.

Recommendations for further study

1. Effect of the Educational Park concept on Library.
2. Possibility of a closed circuit T.V. library services in the District.
3. Possibility of increased inter-district cooperation.

Some of the pertinent references

1. Ruth M. White, "The School-Housed Public Library-A Survey," The Public Library Reporter, Number 11, American Library Association, 1963.
2. Mary Helen Niaher, "How Do the Public Library and the School Library Supplement and Complement Each Other in Providing Services for Children," "Youth and Young Adults," Paper from Providings of the Eighth Institute on Public Library Management. Public Library Public School Relationship, Wisconsin Free Library Commission, Madison, February 27, 1961.
3. Personal Interviews
   a. Dean, University of California School of Librarianship.
   b. Instructor in charge of student placement, University of California School of Librarianship.
   c. Mr. Allan Goldstein, Coordinator of Libraries, Berkeley Unified Schools.
   d. Mr. Frank Dempsey, Director, Berkeley Public Libraries.
4. Tour: South San Francisco School District Library Instructional Center Project.

RELATIONS BETWEEN THE BERKELEY UNIFIED SCHOOL DISTRICT AND THE UNIVERSITY OF CALIFORNIA, BERKELEY

Introduction

This Subcommittee of Committee V, District Relationships, was set up to investigate the relationships between the Berkeley Unified School District and the University of California, Berkeley.

As a point of departure an informal questionnaire was distributed to the teachers in the Berkeley Unified School District in December 1965 to get an idea of how they felt toward the University of California, Berkeley, in areas such as teacher training, student teachers, use of University of California, Berkeley facilities and personnel, etc. Stimulated by the thoughtful responses received from a small sample (about 1/4 returned the questionnaires and only a part of these had comments which warranted investigation), members of the subcommittee began to interview Berkeley Unified School District and University of California, Berkeley Personnel.

Members of the Committee talked with U.C. officials such as University-wide Dean of Educational Relations, William Shepard; U.C. Berkeley administrators such as Vice-Chancellor-Academic Affairs, Robert Connick; members of the School of Education, U.C. Berkeley, involved in secondary and elementary education; student teachers and graduates involved in the internship program; various people involved in the School Resource Volunteer program, including Mrs. Viola Smith, at that time Director of the program; School District personnel such as Thomas Wogaman, Daniel Freudenthal, etc.; and the staff of the U.C. Berkeley Visitor Center which sets up campus tours, etc.

Problem Areas

Some of the problems suggested by the teachers were mechanical and ideas for possible immediate solution occurred to the Committee and are included herein. In discussion with Berkeley Unified School District personnel some suggestions or comments were made verbally regarding minor procedural improvements, and they may well be in effect by now.

The major problems seem to center around:

1. Student teachers - their selection, placement, supervision, the responsibility of the Berkeley Unified School District to cooperate by providing places for student teachers, problems created by student teachers being used in some schools and not others, etc.

2. Lack of use of University of California, Berkeley facilities and personnel - ignorance of what was available on the part of teachers from other areas or institutions, difficulty of disseminating useful information regarding University of California, Berkeley facilities and personnel in an efficient and usable form, lack of leadership and/or a definite program of and commitment to using these University of California, Berkeley resources.

3. A feeling that there was lack of cooperation between the Berkeley Unified School District and University of California, Berkeley personnel on the administrative and staff-teacher level even though a policy of cooperation was evident among the top decision makers.

Conclusions

The University of California, Berkeley is an extremely important and dominant factor in the life of the City of Berkeley. As an institution of public education and as a center for the study of elementary and secondary education, its effect upon education in our city is both direct and indirect. It is extremely important that the presence of the University and its many resources be recognized and turned to the benefit of our schools. Our Committee presents this report as one step in bringing about more significant relationships between the Berkeley school system and the University, without pretending that the report exhausts all of the points of contact or possibilities for mutual cooperation.

Recommendations

1. It is suggested that continuing discussions of relations between the University of California, Berkeley and the Berkeley Unified School District at the administrative level be held to improve existing relationships and to initiate new ones.

   a. That the School Board and/or Administration initiate new areas of contact and enrichment for the Berkeley children with the University.

   b. The Administration should encourage teachers to share their experiences of University of California contacts with other Berkeley teachers. The Administration should use teachers' suggestions to open new areas of contact with the University.

2. It is suggested that the use of the University campus be increased and extended on a systematic basis by the schools of Berkeley. That a program be set up that will ensure the exposure of ALL of the children in the Berkeley Unified School District to the stimulating exhibits and areas of the University campus. It is hoped that this might be broadened to include and influence as many parents as possible since they too need to accept the idea of and encourage their children toward higher education at some institution.

   a. One example of the kind of program we have in mind: The Berkeley Unified School District suggests to the University a program at the 6th grade level designed to inspire Berkeley children and their parents to aspire to higher education at any institution. Present efforts at the senior high level are too little and too late.

   There could be a "college day" when all 6th grade teachers and their classes be brought to the University campus and toured in class groups through exhibits and demonstrations specifically designed to interest this age group. Such exhibits might be prepared with the cooperation of both the 6th grade teachers and the University of California, Berkeley department involved.

   This "college day" could be an introduction to college education which we would hope would be followed up by individual teachers taking their classes (with S.R.V. aid perhaps) to specific departments when their studies indicated an interest; and by the University holding an "open house" on a weekend when students who had come with their teachers would be strongly urged to return with their parents. This urging should be specific; i.e., invitation from the teacher, to reinforce the general invitation of the University, followed by plans for the class students and parents to meet in a specific area for refreshments, etc. The classroom teacher might follow up those children she felt were particularly capable of college work but whose parents hadn't seemed receptive to the idea of college, and make a personal invitation to their parents to participate. The P.T.A. and room mothers could be helpful in this type of program.

If such a program were followed each year with the 6th graders, the idea of how stimulating and exciting college can be would be planted at this level. Class visits to the campus in later years would have a foundation laid for them. It would be something special that a child would do when he/she reached the 6th grade.

It is suggested that both Berkeley Unified School District and U.C. Berkeley Relations with Schools office personnel endeavor to create more opportunities throughout the school program (K through 12) to make additional, more effective and stimulating use of the Berkeley campus and its resources.

3. It is suggested:

That there be a central office in the Berkeley Unified School District, well publicized, where teachers can obtain information and names of U.C. Berkeley faculty and students willing to talk to their classes. At present Community Resource activities of SRV are financed by a grant from the Rosenberg Foundation and perform this function. As long as this arrangement can be handled by SRV, it should be satisfactory. However, the SRV director agreed that their efforts in getting information to the teachers were not entirely successful. Improvements are being worked on by both the SRV and Berkeley Unified School District personnel.

That the Administration make sure that every teacher at every grade level is aware of this central office so that teachers can add to the names on file if they have volunteers, as well as get names when they need them.

That the Administration keep before the teachers via frequent bulletins, notices, and other media, information on what is available to stimulate their use of U.C. personnel resources and physical facilities.

That U.C. Berkeley departments such as Drama, Art, etc. be encouraged to put teachers on their mailing lists and that the teachers be urged to request departments in which they have a particular interest to make available announcements or regular or special events - perhaps at special rates as well. (See SRV Bulletin, October 1965, p. 4 and SRVista, May 1966, p.2).

4. To maximize benefits to both the University of California and the Berkeley Unified School District and recognizing that an increasing number of young people must be trained to be teachers and that as a consequence of this, more student teachers must be placed, we make the following recommendations:

   a. Suggest the Berkeley Unified School District offer its full support and suggestions to implement programs that will provide the best possible professional training for credential candidates.

   b. Avenues for enhancing the possibilities for cooperation between the school administration and the U.C. Berkeley School of Education must be found and used.

1) It is suggested that the Berkeley Unified School District appoint (at the highest possible administrative level) one full-time liaison person to coordinate the implementation of student teaching.
2) The delineation of function of U.C. Berkeley Supervisor, specified school administrators and master teachers should be made clearer at the secondary level.
3) We recommend that the screening and placement procedure presently in force, be strengthened to ensure more adequate selection and supervision by the U.C. School of Education. Personnel problems should be handled by joint consultation between the principal and the U.C. Berkeley School of Education.

c. Incentives for teachers to take a student teacher should be examined and additional ones found. Some possibilities might be:

Increased financial reward
Free time
Special U.C. Berkeley privileges, etc.

d. That Berkeley Unified School District systematically encourage excellent teachers to undertake periodically the supervision of student teachers.

e. That some form of informational/training program be instituted to assure that the facts regarding the relationships between the U.C. School of Education, U.C. Supervisors, Berkeley Unified School District and master teachers are explained to the teachers and parents.

f. A review of the present practice regarding placement of student teachers in both their major and minor subject fields be held in order that our practice be in closer conformity with both our policy and the State Credentialing laws.

g. It is suggested that Berkeley Unified School District and U.C. Berkeley cooperatively re-examine goals, training, and merits of using Berkeley secondary schools for summer training of graduate interns. It would seem more efficient to make use of Berkeley Unified School District facilities than to contract with neighboring districts.

5. It is suggested that the Berkeley Unified School District examine with the University of California the possibilities for greater coordination of efforts in adult education - particularly as regards the offerings of the Berkeley Adult School, McKinley School and U.C. Extension.

6. It is suggested that the Berkeley Unified School District carefully examine the merits of a secondary level demonstration school.

7. It is suggested that Berkeley Unified School District consider expanding centers for Early Childhood Education in coordination with U.C. and other relevant agencies within the city.

The Head Start Program in Berkeley has demonstrated that a richly experiential child-centered program for ages 3 and 4 is of incalculable value to both children and parents. The benefits of such a program could be most fully realized through close cooperation of the Berkeley Unified School District, University of California and community agencies.

8. It is suggested that the University of California continue to encourage faculty, undergraduate and graduate students to participate in the very successful S.R.V. program. One little understood aspect of the program is its tremendous impact on students' career commitments; a significant number of superbly competent young people decide, as a result of their participation, to go into teaching.

   It is suggested that the teachers and principals be urged to make full use of S.R.V. personnel and resources. Since S.R.V. policy is to only act at the request of school personnel, obtaining maximum value from this program depends on the teachers and administrators.

   (see S.R.V. Bulletin, October 1965 - p. 1 Purposes and p. 2 Recruitment)

9. It is suggested that the School Board suggest to the U.C. Berkeley Academic Senate or appropriate officials that a continuing program of encouragement, tutoring, etc. for high school students be continued and enlarged. There is a Special Opportunity Scholarship Program already established at U.C. Berkeley and there should be enthusiastic cooperation by the Berkeley Unified School District to encourage extension of this program to help a larger number of students.

10. It is suggested that there be closer cooperation between the school administrators and University personnel with various administrators given specific liaison assignments to specific U.C. departments, particularly in the areas of research and investigation; that a liaison committee be set up on a staff and faculty level between the Berkeley Unified School District and U.C. Berkeley.

    a. It would seem appropriate to look to University of California faculty and personnel for aid in finding solutions to Berkeley Unified School District problems since there is considerable cooperation by the School District with group and individual faculty research using Berkeley students. The administrators and staff members of the school system should search for and accept aid from faculty on all levels, that offered on volunteer committee, on a consulting basis, on a fee basis, etc.

    (Information gained by interview with Dr. Dan Freudenthal, Coordinator of Research, on February 4, 1966)

11. It is suggested that joint staffing at the technical level be encouraged and extended.

    a. An example of this which is already operating is the Berkeley Unified Health Plan - a four-way health program involving the School District, U.C. School of Public Health, City of Berkeley Health Department, and the Visiting Nurses.

    (Information gained by an interview with Dr. Dan Freudenthal, Coordinator of Research, on February 4, 1966)

RELATIONS BETWEEN THE BERKELEY UNIFIED SCHOOL DISTRICT

AND THE CITY OF BERKELEY

Introduction

Two topics contended for attention of the Subcommittee: (1) Relations between Berkeley public schools and the citizens of Berkeley, and, (2) Relations between Berkeley City Government and the Berkeley Unified School District. Both were considered in part. The Subcommittee selected for more intensive study relations between the city government and the school district as the more concrete, manageable and immediately fruitful area of investigation. The report primarily concerns this subject.

Study Methods

A majority of Subcommittee members were already well-informed on municipal functions through various civic endeavors. Individual members had reference to a variety of local and national publications, from the Berkeley Master Plan to recent books and articles by political scientists and educators, which they summarized for the committee. Representatives met with the executive committee of the City's Human Relations and Welfare Commission and with the Assistant City Manager for Plans and Programs. The latter was consulted on questions affecting the City and the Superintendent's Administrative Assistant on matters pertaining to schools.

Report and Conclusion

1. Present Situation, Some Similarities

The City of Berkeley and the Berkeley Unified School District have identical geographical boundaries. Their principal financial resource is the same, the total-assessed valuation of property within these boundaries. They are responsible to the same electorate, the registered voters of Berkeley. The two governmental units are similarly organized with elected legislative bodies, the City Council and the Board of Education; appointive administrative heads, the City Manager and the Superintendent of Schools; and various departments responsible to these administrators.

In many instances, departments of the two separate governmental entities perform identical functions, such as data processing,[1] maintenance and purchasing. They operate out of separate but similar centers, City Hall and School Administration Building and the Corporation Yards of both, and they maintain separate but similar service vehicles and equipment.

A major move by either government unit is very likely to affect the other. If the City increases or decreases allowable population density in any area through zoning changes, school enrollment in the area is affected. If school plants are relocated, such city services as police and fire protection are affected. When either acquires land, it decreases the tax base of the other by removing private property from the tax rolls.

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[1] See documentation attached: (A) Letter from City Data Processing Supervisor Thompson and (B) Memo from School District Data Processing Coordinator Zlokovich.

2. Unification Proposals

Under the circumstances, is it any wonder that political scientists have long urged unification of the two governmental units? Of perhaps greater interest, leading educators have recently echoed the call.[2] This proposal, in general, is for a single local governmental entity with single elected, policy-making body, an appointive administrator, unified departments for identical functions and separate departments for distinctive functions.

The concept is not entirely new. Schools function as an instrument of general local government in several states and foreign countries.[3] The most obvious advantage is economic. Probably the greatest challenge to both city and school officials today is the increasing competition for the local tax dollar.[4] The competition is not alone between city and schools, but among these and the many special purpose districts, mosquito abatement to rapid transit, that levy taxes on local property. This pressure on the city and schools is recognized in increasing State and Federal aid programs. For the most part, however, these are ear-marked funds for special purposes, and they bring with them the prospect of State and Federal regulation.

Increased efficiency and more sophisticated services are realistic possibilities under unification. It's a matter of competing corner grocers versus the neighborhood supermarket. Or, put in terms of today's electronic age: for the same amount of money Berkeleyans now pay for two separate data processing systems, they could have a single system performing more functions.

Unified land use is particularly relevant to a land-locked city such as Berkeley, in which expansion is precluded. Berkeley has the added factor of a variety of other public agencies holding and acquiring land that then becomes tax exempt.

Finally, unification offers the locality a psychological political advantage. Any tax increase proposed is for the whole, not city versus schools. Voters are not then divided between "School People" and "City People." The question becomes, "What do we vote for Berkeley?"

3. Cooperation as a Step Forward

But, the structure of government, particularly local government, is not easily changed. Officials may fear loss of positions. Many citizens object to change. Often State Laws are involved. In any unification proposal, the charge is likely to be made that one unit or the other will suffer through loss of autonomy. When public schools are involved, the slogan, more relevant to big cities in the muck-raking era than to Berkeley today, "Keep Politics Out of the Schools", is likely to be raised.

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[2] See especially, The Cheerful Prospect by Charles S. Benson, Houghton-Mifflin, 1965.

[3] Annals of American Academy of Political and Social Science, May 1965; November, 1955, and others.

[4] Challenges in Municipal-School Relations, Western States Conference for School Superintendents and City Managers, 1965.

For these reasons, many political scientists and educators urge increased cooperation between municipal government and school districts. Among the areas in which cooperative contacts can (indeed, are in some cities) be made between the two are: data processing, finance (budget development, etc.), health and library services, maintenance of buildings, grounds and equipment; personnel (recruitment and processing as well as use), planning, purchasing and recreation.[5] In some instances, functions are consolidated. Or, one unit may contract with the other for services. Unique functions remain independent and are in no way infringed upon. Thus, full cooperation offers many of the advantages of unification.

4. Cooperation in Berkeley

Berkeley boasts two joint services: (a) health, a cooperative venture of the City, the Schools, the University and the Visiting Nurse Association;[6] and (b) recreation, a joint program of the City and the Schools. The recreation project is the more pertinent to this inquiry. Not only is the staff jointly hired and jointly paid, but selected land purchase and construction (to date, swim centers) have been jointly financed. Facilities are jointly used. The citizens advisory board for the program, the Recreation Commission, is jointly appointed by the City Council and the Board of Education and advisory to both.

The Berkeley Master Plan, the City's guide for future development, states that responsibility for enlarging school grounds rests "jointly with the City of Berkeley and the Unified School District," a policy statement in keeping with the joint recreational effort. However, the School District is not equally represented on the Planning Commission, a body comparable to the Recreation Commission, appointed by the City Council and advisory to the City staff and Council in the area of planning. The School Board does appoint one of its members to serve as liaison to the Planning Commission; Recreation Commission; the Human Relations/Welfare Commission, City advisory group operating in the realm of social welfare; and to the Board of Library Trustees, which establishes policy for the City's public library system.

This is, at best, token representation, limited by the School Board member's time, interest and background information; the lack of back-up staff from the school department; and the fact that the commissions originate with the city. The liaison, if any, is one way.

5. Ad Hoc Versus Standing Committees

Nor, does the School District have comparable standing committees with which the City groups might confer. The Schools' approach to problem areas has been to create ad hoc committees, such as the current Master Plan Committee, to meet each new need. The Staats Committee on De Facto Segregation and the Reller Committee on School Building Needs are other recent examples. Another drawn from the present is a joint committee of the school administration, the city's police department and AC Transit, set up to handle the problems of student behavior in public arising from the diversion of students from junior high schools to West Campus. As might be expected, this committee has found other areas of mutual concern.

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[5] Challenges in Municipal-School Relations, Western States Conference for School Superintendents and City Managers, 1965.

[6] Berkeley's Health Services, So Much for So Little, City of Berkeley, 1964.

There are several limitations to the "ad hoc" approach to areas in which problems are recurrent. The temporary nature of the committee precludes studies in depth and over a considerable period of time. The lack of continuity in membership between committees makes for a waste of time and effort in gathering and absorbing information. By contrast, city boards and commissions are staggered to provide both continuity and orderly change.

From time to time, the City has suggested areas for joint action, such as land purchase, or joint installation, such as a single corporation yard. However, the School District has been unable to act at the time for lack of funds or involvement in other areas of interest. Standing school committees, comparable to the City's boards and commissions, could forecast the need and pave the way for such changes.

6. Other Areas for Cooperation

To date, no one--city, school district or citizen's group--has analyzed in what areas the two governments might cooperate or consolidate functions, how and to what effect. At the request of this Subcommittee, the Assistant City Manager for Plans and Programs drew up a list of possibilities, which includes: data processing, housekeeping functions such as maintenance and purchasing, school site development and expansion. The Planning Department, he pointed out, could provide the schools with detailed population projections, while the Social Planning Division could contribute in-depth information on population characteristics. "This kind of information could easily uncover a need for change and/or additions to the school program which might otherwise not be obvious," he commented.[7]

Recommendations

In view of the identical boundaries and structure of the City of Berkeley and the Berkeley Unified School District, the many similarities in operation and physical plant of the two and the several positive steps taken toward cooperation, the Committee recommends that the Berkeley Board of Education take the initiative in promoting:

1. A joint study of the desirability and feasibility of unification of Berkeley City Government and the Berkeley Unified School District, the study to be made by a joint committee composed of members of the City Council and the School Board, representatives of both City and School District administration and a select group of Berkeley citizens. (In making this proposal, the Committee recognizes the tendency of public officials concerned for their positions and citizens anxious to preserve the status quo to shelve any such study rather than face the prospect of change. However, pressures on the local tax dollar will continue and, very likely, increase. The Committee believes it is time for Berkeleyans of all persuasions, whether their prime concern is education, employment, integration, services or savings, to take a clear look at the potential of unification. It could prove a very positive force in improving both community harmony and community services.)

And, irrespective of any decision on the above, proceed immediately to affect:

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[7] See documentation C and D attached; letters from James A. Barnes, Assistant City Manager.

2. A joint study by both city and school district staffs or by an independent group acceptable to both of the possible areas for consolidated or cooperative programs, such as data processing, finance (budget development) maintenance, personnel (recruiting and processing), planning, printing, and purchasing; and joint use of facilities, such as administration buildings, corporation yards and libraries. (Such a survey is overdue. Further delay can only bring higher costs and/or lower service. Certainly, a serious study should be done before either unit of government makes any major capital outlay in an area where cooperation is possible. Data processing is a case in point. Both City and School District presently propose expansion of their systems, which are similar and are not presently used around the clock.[8] A citizen's committee can do no more than point up the need and suggest possible areas for study. Administrative staffs alone are privy to the essential information on basic equipment and staff needed to perform each function under present scheduling and how schedules could be revised or dove-tailed. Do both agencies need data processing equipment at the same time? If so, could timing be changed or should equipment be operated on a double shift? If, in the process of such a study, some jobs are eliminated, the funds so freed may be used to fill others not now being performed. Until such a study is made and implemented, the losers are not just the taxpayers of Berkeley, but the residents of all ages served by municipal government and the schools.)

3. Effective representation of school interests on City boards and commissions concerned with affairs affecting schools, especially the Planning and Human Relations/Welfare Commissions.

4. Creation of standing advisory committees of the school district, such as planning and development, human relations and social welfare, to work where possible with similar committees of the City.

5. Consideration should be given to the whole spectrum of relations between the public and the schools: how can schools assess public opinion, raise public interest, persuade the public? (This is the broad area of relations between the schools and the citizens of Berkeley referred to in the introduction of the Subcommittee report. As stated, the subject was explored only in part.)

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[8] See documentation A and B.

DOCUMENTATION ATTACHED

A. Letter from City Data Processing Supervisor James M. Thomson

B. Memo from School District Data Processing Coordinator Louis R. Zlokovich

C. Letter from James A. Barnes, Assistant City Manager

D. Letter from James A. Barnes, Assistant City Manager

DOCUMENTATION A

City of Berkeley
California

Finance Department

September 19, 1966

Mrs. Claude Hogan
804 Santa Barbara Road
Berkeley, California

Dear Mrs. Hogan:

Submitted are the answers to questions you have asked for in connection to the study of a combined data processing operation with the City and the School District.

1. Our investment in present operations can be best expressed in terms of rental costs. Our present rental costs for punched card equipment is $26,400 annually.

2. When the 360/20 is installed, our annual rental will be $42,200 which is broken down to $30,000 for computer equipment and $12,200 for punched card equipment.

3. Present programs and the schedules are as follows:

Cash receipts for all billing for accounts receivable up-dating	Daily
Parking citation statistical reports	Daily
Parking citation cash received	Daily
Transit parking analysis	Daily
Warehouse inventory control	Daily

Business Licenses	Weekly
Warehouse inventory control	Weekly
Payroll with related bi-products including the S.E.R.S. reports	Semi-monthly
Equipment maintenance and building maintenance cost accounting	Semi-monthly
Accounts receivable outstanding and cash receipts listings	Monthly
Warehouse inventory control	Monthly
Warehouse billing to using department	Monthly
Yacht Harbor billing and accounts receivable control	Monthly
Parking citation delinquent notices	Monthly
Parking citation warrants and complaint filing	Monthly
Transit parking analysis	Monthly
Police statistical reports	Monthly
Health Department statistical reports	Monthly
Equipment maintenance and building maintenance cost accounting for fleet vehicles	Monthly
Equipment maintenance billings to using departments	Monthly
Refuse billing and accounts receivable control	Quarterly
Sewer service billing and accounts receivable control	Quarterly
Parking validation billings	Quarterly
Equipment maintenance cost accounting for fleet vehicles	Quarterly
F.I.C.A. tax reports	Quarterly
W-2 forms and related reports	Annually
Business license applications	Annually
Dog license applications	Annually
Housing inspection billing	Annually
Health inspection billing	Annually
Warehouse inventory report	Annually
City fixed assets inventory reports	Annually
Equipment maintenance cost accounting for fleet vehicles	Annually

Applications that have been discussed for possible conversion to the computer are as follows:

Budget control and accounts payable	Daily/Weekly/ Monthly/Annual
Fire Department statistical reports	Monthly
Public Works cost accounting	Daily/Weekly/ Monthly/Annual
Recreation and Parks cost accounting	Daily/Weekly/ Monthly/Annual
Additional Health Department statistical reports	Monthly
Library overdue notices	Weekly
Library statistical reports	Monthly

4. A two shift operation would cost the City, based on a full 8 hour shift, $9,100 additional rental annually, plus the cost of employees needed to operate the second shift.

I hope the above information will be useful to you and if I can be of any further assistance, please contact me.

Very truly yours,

(Signed)
James M. Thompson
Data Processing Supervisor

JT:sm

DOCUMENTATION B

DISCUSSION DRAFT

BERKELEY UNIFIED SCHOOL DISTRICT

September 15, 1966

To: June Hogan - School Master Plan Committee #5

From: L. R. Zlokovich - Coordinator, Data Processing

Subject: Data Processing Inquiry

As per our telephone conversation of this morning:

1. Annual rental rate for twelve (12) pieces of equipment on an open bid basis is $30,000. Successful low bidder has been the IBM Corporation.

   Machines in Center ---- IBM Equipment

407	Accounting (Tabulator)
519	Reproducer (Card duplic)
523	Summary Punch (connected to 407)
557	Card Interpreter (identifies info. in card)
082	(2) Sorter
029	(2) Key Punch
059	Verifier
632	Electronic Calculating Type
085	Collator (Card)
602	Calculator (E factors in cards)

2. Extent of planned expansion includes a computer system, actual kind and make of computer will be in analytical study stage for this fiscal year. Probable total cost of system is in neighborhood of $40,000.

3. Present installation operates on full-time, daily basis on a staggered nine hour shift. Additional shift specifically required during certain periods, such as:

   during report card processing for a two week period (6 times a year)

   During the major portion of July for year-end closing of District financial records

   during September for the processing of new registrations (new students to the District)

   during certain Saturdays, depending on the work load

Consideration of a City/School joint venture in a Data Processing Center sounds promising and is certainly worth investigating.

An area which I mentioned to you was the benefit of educational discounts which accrue to the school system on the basis of equipment. I am meeting with vendors' representatives next week, regarding this matter and will investigate it further, as it is affected by any joint ventures. I shall be communicating with you on this item later.

If I can be of any further assistance to your Committee in this work, please do not hesitate to call upon me.

LRZ:mf

DOCUMENTATION C

City of Berkeley
California

John D. Phillips
City Manager

June 22, 1966

Mr. George Bond, Chairman
Subcommittee on Public Relations
School Master Plan Committee
Berkeley, California

Dear Mr. Bond:

Some months ago I attended a meeting of your subcommittee and discussed the possible way in which the City of Berkeley could cooperate with the Berkeley Unified School District.

You requested that I provide you with a list of these possibilities. While it is somewhat late, I hope the following ideas will be useful to your group.

First, at least four City departments could be helpful in school planning as follows:

The Planning Department, for instance, can furnish information on land use, probably future development and zoning changes, population statistics, trends and projections, and neighborhood plans. An apartment occupancy survey, indicating the number of school age children that originate from apartments would be useful. The Planning Department could also make detailed population projections by census tract and enumeration district. These small area population projections could be based on condition of existing houses, income and family size of residents, rate of depreciation and rate of rebuilding. This information, when combined with type of rebuilding allowed by zoning, would give some indication of population characteristics.

The Social Planning Division of the City Manager's Office can contribute in depth information on population characteristics, such as the age, race, education level, family size and income of particular areas. This kind of information could easily uncover a need for changes and/or additions to the school program which might otherwise not be obvious.

The Public Works Department can continue to explore the possibilities of joint sites combining school and city recreation areas and advise the School Board as to their future plans and programs.

Secondly, the City of Berkeley can provide local funds or can apply for Federal funds to supplement monies available to the School District. A specific example of this is the City of Berkeley's capital improvement program funds which have been utilized to construct three swim centers that are used on a joint basis.

Other possibilities include application for federal open space grants which can pay 50% of the cost of land acquisition for jointly used facilities adjoining school sites.

The final possibility is available in urban renewal project areas where school sites could be expanded at little if any cost to the School District.

Finally, the City and the School Board might consider consolidation of housekeeping functions such as joint maintenance crews and joint purchasing of supplies. Also, some discussions were carried on at an earlier date on the possibility of combining City and School corporation yards.

If you have any questions regarding these possibilities, I would be pleased to try to answer them for you.

Sincerely yours,

James A. Barnes
Assistant City Manager-
Plans and Programs

JAB:f

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DOCUMENTATION D

City of Berkeley
California

John D. Phillips
City Manager

July 6, 1966

Mr. George Bond, Chairman
Subcommittee on Public Relations
School Master Plan Committee
Berkeley, California

Dear Mr. Bond:

Since preparing my letter of June 22, another good opportunity for joint City-School cooperation has been brought to my attention.

Both the City and School District now utilize data processing equipment to a considerable extent. The City plans to expand its facilities and I assume the School District plans this as well.

Consolidation of this type of housekeeping function would seem to me a distinct possibility.

Sincerely yours,

James A. Barnes
Assistant City Manager-
Plans and Programs

JAB:f

FEDERAL, STATE AND COUNTY RELATIONS

Introduction

In studying School District relationships, this subcommittee limited itself to the federal, state and county education agencies and/or programs which affect curriculum content and the implementation of the curriculum. This includes staff, buildings and grounds, transportation and equipment. The subcommittee recognized that over and above the education bodies mentioned, there are certain governmental units with which the School District has a legal tie such as the Office of Architecture and Construction and the State Fire Warden in regard to buildings, the State Department of Social Welfare for specific preschool and child care programs, the State Agency for Surplus Properties, and the County District Attorney. In addition, the subcommittee noted there are a multitude of cooperating and consultative agencies like neighboring school districts, East Bay Regional Parks, AC Transit, BARTD, County Purchasing Office, and federal, state and county agencies concerned with health, mental hygiene, corrections, recreation and employment. With increased federal participation in education, many programs are too new for full evaluation at this time.

Areas of Study

1. Organization: The subcommittee directed its attention to (a) relations between the School District and offices of education at the federal, state and county level and (b) recommendations for strengthening these relationships to meet future school needs.

2. Method: Committee members interviewed staff at the three governmental levels, corresponded with several state offices including the State Department of Education, reviewed materials in the local libraries, reviewed pertinent reports of other subcommittees of the Master Plan Committee, and discussed the facts and information collected based on the experience and knowledge of committee members.

Report and Conclusions

1. Federal: At the federal level, Congress passes laws and appropriates funds through agencies that are channels through which billions of federal tax dollars go into our elementary, secondary and vocational schools, colleges and universities. The funds are designated for specific purposes or groups. The money is used to expand basic state, local and private programs. These programs are generally administered through the U.S. Office of Education of the Department of Health, Education and Welfare which in turn relates to the local district through the State Department of Education. In the federal government's concern for people disadvantaged because of poverty or minority background, other organizations such as the Office of Economic Opportunity may administer complementary educational programs.

   As might be expected in working in any new program, there have been many problems in use of federal funds and especially with federal agencies which feel that they must build into a program many safeguards to protect funds. Using the Head Start Program as an example, here are some problems related by Dr. Jerome Gilbert, Director Head Start Program 1965-1966, Berkeley School District.

a. Delays in Approval: Funds may not be used or encumbered prior to date of actual approval. In addition to the time-consuming involvement of the local Economic Opportunity Organization-Berkeley Area Committee and Board, from 60 to 90 days is usually needed for processing through the S.F. federal and state offices and other interested groups. Even in the second year of the Head Start Program, final approval was not received in Berkeley until late May, 1966 for the program which started June 27, 1966. This resulted in:

   1) The almost impossible task of recruiting and training staff.
   2) Difficulty in enrolling pupils and gathering necessary information on each child and family.
   3) The impossibility of ordering and receiving necessary equipment and supplies needed for special parts of the program.

b. Difficulty Getting Written Answers on Questions Concerning Decisions and Failure to Notify Grantee of Changes in Policy: The April, 1966, announcement said no investigation of parents' statement of income would be needed unless very questionable. After the second week of the program, federal investigators did make a check, did it over the phone in the name of the school. They did not go to the home and show identification. Some families were not eligible and the Berkeley School District had to meet the cost for the children to remain.

c. Delays in Receiving Federal Funds: The sponsor must be prepared to advance funds for payroll and other expenses for Head Start Programs.

   Most federal programs are on a temporary, demonstration basis. The sponsor must anticipate from the outset that eventually there will have to be full local responsibility for costs. For example, starting in September, 1967, the cost to the sponsor for EOA projects goes from 10% to 25%, to increase each year until full 100% local financing.

2. State: Legal Basis for Education. The federal constitution leaves to the state the right to develop and direct a system of education. The foundation for public school education in the state of California is based on the state constitution which since 1849 has provided for a system of free schooling. The legislature has implemented the basis for education by a series of laws which provide for financing, administration, construction, staffing, curriculum and furnishing of instructional materials for the schools. The constitution and laws as they relate to schools designate a system of administration by a Board of Education, a Superintendent of Education and a State Department of Education. Overlapping or cooperating functions are delegated to the Department of Social Welfare, the Department of Public Works, the Fire Marshall, the Department of Mental Hygiene, the Department of Employment and others.

   The major emphasis in our survey has been with the State Board and the State Department of Education. We have sought to examine activities and requirements that appear to be either too rigid or too antiquated for the changing programs of the Berkeley school system. We are concerned here with examples that demonstrate problems in various governmental relationships and their effect on Berkeley.

   a. The Constitution of the State of California requires that bond issues for local improvements be passed by a 2/3 approval of the voters. This requirement does not affect state bond issues or those of metropolitan public transportation systems such as BARTD. Repeated efforts to modify this requirement, particularly for schools, have not been successful. Aggravating this situation is the fact that state loans for schools have been available to districts bonded up to capacity. In effect, this measure tends to encourage school construction in the suburbs rather than stable areas such as Berkeley.

b. The legislature passes laws regulating educational activities in the state which generally are interpreted by administrative regulations and activities of the State Department of Education. However, the legislature reflects the desires of many special interest groups in the state. There is then a problem arising from laws reflecting these interests which permit a little flexibility or administrative interpretation.

1) The Casey Bill, passed in 1961, requiring instruction of a foreign language in the elementary school by the sixth grade level, tends to create difficulties for the District. Some of these problems include: (a) development of choice of languages, a course of study and opportunities for students to continue study of the language, (b) recruitment of trained personnel, (c) time usage of the day, (d) funds for special personnel and teaching materials, and (e) local financing of state mandated programs.

2) James B. Conant, in an address a few years ago in the Bay Area, pointed out that California is the only state of the Union requiring physical education to be taught daily. This law, which designates time and amount of physical education, interferes with the increasing academic studies of high school students. There is no proof that this requirement has made California youth the most physically fit in the nation.

3) The legislature has required the use of state printed texts in the elementary and intermediate levels of the school system. There are penalties that may be imposed upon the district that does not use the required texts. These penalties and texts have been modified and changed in recent years. Nevertheless, the texts selected by the State Board of Education may not necessarily reflect the special needs of the District. Berkeley is not alone in spending funds for supplementary texts which become the primary text in the classroom. This imposes a heavy financial burden on the local district that wants a quality system.

4) The requirements for a state testing program have created controversy within the education profession. Parents, civil rights groups and others are disturbed, as well, by their own interpretations of results as they reflect values in their own schools.

c. The State Board of Education is appointed by the Governor and approved by the Senate. It is the Board's primary duty to set education policy by interpreting the state laws and creating a body of administrative regulation. At the same time, the State Superintendent of Education holds a unique position since he is elected by the voters of the State, but is expected to carry out the policy set by the Board. Since the Board cannot hire or fire the Superintendent, who also is the head of the Department of Education, conflicts between the Board members and the Superintendent are inevitable. The local school district must abide by the requirements and demands of the State Board and the State Department of Education.

It is the duty of the State Department of Education to apportion State funds for schools. While it may not act capriciously, the power of the purse is indeed great. The local district must conform to the rules and regulations of the state to obtain A.D.A. and other funds.

The State Department of Education acts as the administrative arm for the Board of Education and the Superintendent, and it acts in a consulting and advisory capacity to local school districts. There are six divisions in the State Department of Education to implement this program. They are:

1) Division of Libraries which serves the state government and advises public and school libraries in the state. It also provides special services for the blind. Today, it accepts and administers federal aid to libraries.

2) Division of Special Schools and services provides consultants to local schools for education of the exceptional child.

3) Division of Higher Education deals with supervision and advice on education in junior colleges and adult programs. It is concerned with private schools for adults, issues credentials and sets standards for teaching personnel.

4) Division of Instruction advises and supervises instruction by its staff of specialists. It coordinates educational activity by administering the National Defense Education Act to stimulate education in science, mathematics and foreign languages as well as teacher education and research.

5) Division of Public School Administration assists the local districts in non-instructional areas such as school facilities, district organization, lunch programs, textbooks, child care centers, etc. This Division administers the apportionment of State funds.

6) Division of Departmental Administration is the housekeeping arm of the Department. It provides executive, accounting, research, personnel and legal services to the Department.

Undoubtedly the State Department of Education recognizes the importance of keeping politics out of education through a system of checks and balances that prevails in American government. However, the conglomeration of administrative and quasi-legislative bodies and an elected executive have tended to cloud areas of responsibility. Personality conflicts, educational fads and growing bodies of professional knowledge create additional barriers in state and district relationships.

d. Comments

1) There appears to be an increasing need for educational research and dissemination of findings to all the districts of the state. Communication of results or even announcements of studies currently in process is inadequate. The State Department should undertake research and encourage local districts to do so.

2) Mounting costs of education are placing increasing burdens on the property owner. He naturally becomes unwilling to approve measures which will boost his taxes. The constitution and legal limits on taxing powers represent the limits of former taxpayers to finance education. The funds coming to the District from A.D.A. are not adequate to finance the system of education in any district.

3) The administrative clearances imposed upon the local district by law to gain clearances from the State Department of Education are often annoying and time consuming. Efforts need to be made to modify or eliminate these demands. Many of these requirements are based on incidents and fears of bygone years; e.g., requirements for bus driver, etc.

4) School textbook publishing presumably assumes the use of the same textbooks throughout the state. In fact, this does not assure quality education. Meanwhile flexibility in use of materials by the local district is discouraged. Obsolescence of materials prevails. Taxpayers pay for both state texts and district supplementary texts. Perhaps, instead, the state should seek to continue its role of raising educational standards by allowing districts to do their own book-buying and concentrate on the rarer realms of new methods and technology by searching out the advantages and disadvantages of the ever-increasing host of teaching machines and mechanical aids to learning.

5) The current state practices in regard to credentials tend to limit the usefulness of staff in problems dealing with handicapped children. The issuing of credentials provides the public with an assurance of a minimum level of training. In order to permit greater flexibility in utilizing personnel, the state must examine its requirements to assure the best and widest use of professionals in education.

6) A minimum level of quality of education is assured by state standards. They protect children as families move from one school district to another in this mobile society. Yet these same requirements should be flexible so that they promote rather than hamper improvement by the local district. Minimum state requirement tends to become the ceiling rather than the floor in establishing quality.

3. County: The office of the County Superintendent, an elected official with an elected Board of Education, serves as a department of county government and a representative of the State Department of Education. It is the intermediate unit between the State Department of Education and the local school districts.

a. Coordination Services of the county office are available to all districts, including Berkeley. This means:

"Arranging for consultants to meet with school district personnel.

Helping teachers and administrators select teaching materials and plan programs of instruction.

Conducting workshops and inservice training programs.

Cooperating with colleges and universities in providing workshops and course offerings.

Facilitating interdistrict cooperation in the development of publications.

Promoting state-wide sharing of information about projects and publications.

Providing advisory services in special education."[1]

b. Business services are provided by the County Superintendent's office to all districts, including Berkeley. These include:

"Auditing all school district warrants.

Maintaining budget and cash accounts for all districts.

Processing attendance and financial reports for submission to the State Department of Education.

Assisting teachers in preparing applications for teaching credentials, life diplomas and retirement benefits.

Registering credentials and life diplomas of certified employees."[2]

Attached is a list of 52 county office activities that occured during 1963-64 in which the Berkeley Unified School District personnel participated, or which the District personnel utilized. In addition, Dr. Audrey L. Mitchell, Director of the Curriculum Development Department of the County Schools, described at a conference in her office, the County School Department's role in the fall of 1965 in calling together representatives of the school districts in the county to consider implementation of the Elementary and Secondary Act of the Federal Government. The value of districts in the metropolitan area sharing and working out problems together was emphasized. At the same time, Dr. Mitchell recognized the demand within the larger districts for own meetings in addition to county-wide or interdistrict meetings. Release for meetings and travel time are deterrents for participation by persons in sub-administrative or teaching roles. With the national trend towards metropolitan planning, more interdistrict meetings can be anticipated.

Since the organization and function of the County School Department is outlined in the Education Code of the State and is not subject to change by the local district, no conclusions are offered in this Report. The only comment might be that in the County Department's acting as an intermediary for the State Department of Education, its administration is complicated by having an elected Board of Education and elected County Superintendent of Schools.

4. Summary

We have described briefly the relationship of the Berkeley Unified School District to its counterpart on the Federal, State and county levels. Flexibility, freedom and funds without limits could provide a utopia for the local district. But in today's world, the local community cannot live in isolation, society is mobile, needs change, and the social and economic impact of the metropolitan area, the state, the national and the world is real. This means that to serve students at all ages, governmental bodies beyond the local district will and must play an important role. This involves having empathy with these other governmental bodies, being knowledgeable in their programs and limitations, and working cooperatively. Where changes are necessary, working with citizen groups beyond the local community may be in order.

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[1] Alameda County School Department, Office of the County Superintendent of Schools, printed leaflet, undated, p.2.

[2] Ibid., p.3.

Recommendations

1. Federal

a. Where Federal funds do not require matching by the state, state approval and clearance should not be mandatory.

b. Grants should be made in time to allow for budgeting, procurement of equipment and supplies, recruitment, hiring and training of personnel, and selection of students meeting criteria.

c. Federal grants should be continued beyond demonstration period if the program proves of value and local and state financing is not possible or adequate.

d. District should be allowed more flexibility in use of funds.

2. State

a. State legislature should refrain from making definitive educational requirements as to time, course content, etc.

b. State legislature should seek to revise constitutional requirement from 2/3 vote for local school bond issues to a simple majority.

c. State textbook program should be reevaluated to determine if there is a better way of providing a variety of state-supplied textbooks that will meet varying needs of school districts.

d. State Board of Education should refrain from setting curriculum. It should concern itself with setting standards, acting as a statewide educational clearing house, undertaking research, and assisting in research studies.

e. State Board should streamline the Education Code to make requirements of local district more workable.

f. Credential requirements should be periodically reviewed so as to meet the changing needs of education.

g. State financial support of education should be increased.

3. County

a. The County Department of Education's role should be reassessed: Should it assume leadership in metropolitan school district planning? Should its role as an agent of the State Department of Education be strengthened? Is the single county the appropriate agent of the State? Is there a reason for its continued existence?

General Recommendation

The Berkeley Unified School District personnel should work closely with citizen groups to effect social action in the field of education. It is the Berkeley Unified School District's responsibility to make available to all groups of the community professional information and case material.

4

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ALAMEDA COUNTY SCHOOL DEPARTMENT

Rock La Fleche, Superintendent of Schools

224 West Winton Avenue, Hayward, California

December 14, 1964

List of county-office activities during 1963-64 in which Berkeley Unified School District personnel participated, or which the district personnel utilized.

1. Teacher and administrator participation in the New Teacher Conference.
2. Service relating to the administration of student work permits.
3. Consultation on matters of attendance and child welfare.
4. Teacher and administrator participation in foreign language workshops.
5. Student participation in the foreign language field day.
6. Drafting of general recommendations for foreign language instruction.
7. Participation in the National Defense Education Act foreign language meetings.
8. Participation in the evaluation of the Alameda County *Basic Course of Study*.
9. Participation in the FLES committee of the Bay Region Instructional Television for Education (BRITE) service.

10. Consultation in special education of the deaf and hard of hearing.

11. Consultation in special education of the visually handicapped.

12. Consultation in special education of the physically handicapped.

13. Participation in meetings concerned with developing programs for the educationally handicapped.

14. Consultation in programs of special education for the educable retarded.

15. Participation in joint planning for expanding activities for the trainable mentally retarded.

16. Participation in a survey of need for education of the aphasic child.

17. Consultation in programs of education for students in hospitals.

18. Processing teacher applicants for summer grants for studies in areas of special education.

19. Participation in a coordinated effort to evaluate math textbooks.

20. Membership on the county-wide math in-service committee.

21. Membership in the Alameda County Math Educators - an organization sponsored by the County office.

22. Attendance at math workshops.

23. Participation in the Bell Telephone science meeting coordinated by Alameda County.

24. Participation in the Inquiry Training Council activities.

25. Consultation on NDEA projects in math and science.

26. Participation in a two-county Math-Industry Committee.

27. Membership in the Bay Area Music Supervisors - a coordinating body sponsored by the County office.

28. Membership on the Physical Education Committee.

29. Teacher participation in art workshops.

30 Homemaking teacher participation in specialized art workshops.

31. Consultation service on the preparation of State reports for high schools, adult education, and driver education.

32. Participation in the Council of Adult Education Administrators and membership in the East Bay Adult Education Council.

33. Membership on the Alameda County Director's of Guidance committee.

34. Membership on the Advisory Committee of the Peralta Junior College.

35. Utilization of the Banking Resource Unit - a production of the Industry Education and county offices.

36. Participation in the evaluation of health guide units.

37. Participation in planning meetings for county speech therapists.

38. Participation in the School Lunch Workers' Institute.

39. Consultation in Homemaking Education.

40. Utilization of Social Studies Guides.

41. Participation in the development of Seventh and Eighth Grade Social Study Guides in the revision of the Sixth Grade Social Study guide.

42. Membership on the County-wide Publications Review Board.

43. Utilization of the guide for education of the gifted child, Challenge.

44. Contractual arrangement for test scoring services.

45. Consultation in the development of Computer Pupil Scheduling.

46. Consultation in the procedures for presenting standardized tests results to governing boards.

47. Staff utilization of the teachers' professional library.

48. Membership on the committee of library directors.

49. Utilization of a wide variety of county office curriculum publications.

50. Participation in an exchange program of local audio-visual productions.

51. Provision of daily telephone contact giving intake and release information from the Juvenile Hall.

52. Provision of teachers for the summer school program at the Probation Department Institutions.

REPORT OF INNER-DISTRICT RELATIONS

Later in the process of our study, we discovered the necessity of dealing with a different dimension of District relationships. that of relationships within the District itself. Matters of attitudes toward education, racial practices, family problems, etc., loomed more important than some of the technical matters of relating to other organizations. We found it extremely difficult to focus on a technique of research and study in these areas. One such effort was a survey authorized by our committee and reported in the Appendix. The survey was made in the attempt to find if there was any correlation between the buying and selling of property in Berkeley and attitudes toward the policies of the school district. We will let the report of the survey speak for itself. Our failure to incorporate the results of the survey into our report and recommendations is a reflection of the problem of adapting research techniques to the matter of public and private attitudes.

Our Committee has chosen to add to the four basic sections of our report a fifth, dealing with some of the major areas of attitudes which we feel to be extremely important in establishing policies and practices in our school district. The form of the fifth section is different from the first four, and is composed of affirmations, and some questions, dealing with these areas of relationships. These statements should be seen as policy statements from the members of the Committee, expressing our convictions concerning significant areas of education.

It is with a growing awareness of the many relationships that we have been unable to study, rather than pride in the work we have already done, that we submit this report for your consideration and action.

Public Schools and Religion

Public education is set in the midst of a pluralistic society. While many of the values of that society are shared by all, the expression of those values in religious terms differs widely, especially in a community as diverse as Berkeley. Public education must accept responsibility for communicating the basic value structure shared by the majority of the populace, and in fact, it helps to mold that structure, whether it does so consciously or unconsciously. At the same time, the public schools must resist all pressures to use the public schools for the benefit of any one particular group in our society, whether that group be political, economic, racial or religious.

Explicit religious exercises have no place in the public classroom. Religious exercises, by their very nature, express the faith position of only one segment of the society, no matter how large that segment might be. The compulsory nature of the public school imparts to those exercises the nature of universality. We value the contributions made by religious groupings in the society, but the nature of the public schools requires that activities unique to these religious communities not be imposed upon students in the atmosphere of compulsory education. The enunciation of this principle in no way implies a criticism of religion or of practices which may be followed by any group.

The impact of public education on the individual student is of such a nature as to permit the possibility that the absence of religious expression in the classroom will convey to the student a structure that values the absence of traditional religious expression in his life. It is our intention that the public schools communicate the value of faith and its diverse expressions in our society and that students be exposed to the role played by varying faiths in the history and development of man.

We believe that the study of religion, in its historical, sociological, psychological and philosophical aspects, belongs in the curriculum of our schools, in order that students may be aware of all of the dimensions of man's existence. To say that partisan religious training has no place in public education is not to say that religion must not be mentioned. An understanding of the religious dimension of man's experience is crucial if we are to see our history and our future as educated men.

The Public Schools and the Family

As the 21st century approaches, the family remains the primary and basic institution for the American child. First and lasting attitudes and perceptions are shaped by the child's primary environment. Home and parents play a distinctive and unique role in transmitting these attitudes, including attitudes relative to the school and its function in the total life of the family.

There is little doubt that varying quantities and qualities of skills and knowledge are transmitted by parents. Skills and knowledge, however, are more easily assessed, supplemented, and changed by the school than are basic attitudes which are formulated in early years. Educators are becoming more skilled in developing adequate curriculum content, tests and measurements; teachers are finding new ways to motivate and teach the child. It seems entirely possible that this very progress in education may lead the school yet farther from the home and family.

At the same time the same educators admit that attitudes and feelings are often difficult to change, harder to teach, and therefore, given less attention. While many successful attempts are being made toward increasing family involvement, there remains a woeful lack of communication and understanding between the school and the parents... especially those parents alienated and defeated in their early years by the threat and authority of the school "monster."

It is the concern of this committee that serious consideration be given to finding ways of befriending and involving more parents and guardians on a non-threatening, informal, and supporting basis. Too many adults feel decreasingly confident in the face of a fast progressing body of knowledge and even suffer loss of their own self-image as they witness the widening gap of parent-child understanding and its consequent effect on positive relationships and communication between the two generations. These latter factors presumably foster further parent inattention and disinterest and result in more negative attitudes and further alienation from the school on the part of the adults.

At this point it should be noted that there is a growing number of adults who serve as foster parents or guardians. These adults are working against further odds in their attempt to rear children who have come to them at later ages and often as a result of primary family dislocation or tragedy.

Specifically, we feel the challenge lies with the schools and their teachers.

Suggestions for implementation:

1. That counselors and administrators train and assist teachers in becoming acquainted with families of their students...especially with those hardest to reach. This is a huge task, not easily accomplished by the usual "mass meeting" type of communication. It is a task demanding personal home visits by carefully trained teachers.

2. That teachers be encouraged to participate in school neighborhood as well as civic affairs, in order that they may keep continually atuned to the variety of stimuli and problems met by students and their families.

3. That since many of our students come from one-parent homes, and in most cases those homes with a matriarchal orientation, it is essential that the schools aid the children in developing positive attitudes toward both sexes. We must seek qualified male teachers to help offset the primary female dominance in the lives of a large number of the students. We should also undertake to involve fathers in the relationship with the school, increasing the sense of importance of both father and school.

4. That because motivation of children from minority groups remains a problem in the classroom, it is increasingly important that these children have experiences of mature adults from their own ethnic and racial backgrounds. The schools are in a position to bring about this exposure through the use of parent-aides in the classroom, if these aides are seen to be an extension of the teaching staff and not merely custodial workers. We encourage the implementation of more extensive and creative ways of using parents, and especially males, in the classrooms.

5. That continued attention be given to adult education through Berkeley school resources. Basing our judgment on the success of the unique Parent-Nursery education program, long in operation in Berkeley, it is felt that an increasing number of parents could be helped in their need to discover means of stimulating their child's interests and motivation. Cooperative parent involvement in all programs - especially those dealing with early childhood education, reaching down to the basic formative years - have been proven educative for both parents and children.

6. It is imperative that the program of the schools not be structured in such a way as to cast doubt on the value of the culture represented in the homes of students. Emphasis should be placed on the presentation of varying and expanding horizons of experience from which they may construct their own value systems.

We believe that as families and parents learn to trust the school through a warm and growing human relationship with the authorities of the school, negative attitudes may be changed into positive forces acting upon the child and increasing his friendliness toward his education. Recent programs in the four target area schools involving parents in teaching and community participation have had valuable results, and we recommend extension of these programs throughout the district.

The Berkeley Schools and Their Students

The following statement represents the present thinking of our committee on the matter of the relationship of the schools with the students. This subject has brought much discussion and disagreement. It is obvious that to lump all students together into one category does each of them a disservice. However, out of our discussions have come several concerns which we wish to raise at this time.

1. Nature of Students Today and Some Implications

   Today's students are different in kind from former generations. They are more articulate, less inhibited, more demanding, clearer in their knowledge of what they want and don't want and why. Through exposure to mass media and through their societal experiences, these young people are far better prepared to voice their needs tellingly.

Students must be listened to and taken seriously. Their demands must not be brushed off as childish nonsense. No longer may they be considered merely as the recipients of whatever adults think must be done to them in the schools. Student opinions, felt needs and stated desires must be included in the spectrum of sources consulted by "school people" in planning of all kinds. Constructive approaches should be actively sought out from among student groups. This is a sound approach to necessary changes in the schools.

Recommendation: That a formal program of consultation with students be instituted, in which specific and general changes in the school program recommended by them are given careful consideration, and that this be done on a regular basis.

2. Related Concerns

Our concern for the student population leads us to the consideration of several related areas, which may well be dealt with in more detail in other sections of the total report We mention them here because they are of importance and must not be lost in the mass of other items.

a. We are called to a new assessment of our programs of counseling, testing and discipline. We have tended to see our students as "things" to be shaped and molded for the use of society. We have seen them as acceptable when they did not disrupt the normal flow of our system. What is "proper" behavior? Do our tests measure the individual for his own sake or for the sake of our system? Many questions lead us to new studies of the dropout, the handicapped, the "unusual" student. Our concern should be not for the improvement of the system itself for the sake of being "up-to-date" but rather for the individual student whose life is at stake within our educational system.

b. We seek new patterns in curriculum development. While it is desirable to constantly improve the presentation of traditional materials in the curriculum, it is even more important at this point in history to look critically at the goals and context of our educational system in order to determine the appropriate content. Questions must be asked and answered concerning the kind of world our youth will be entering, the kind of employment they may expect, the kind of leisure that will be available, the kind of higher education awaiting them, the kind of family life that the future holds, the kind of social responsibility that will be expected of them. The answers to these questions may well bring radical changes in the form and content of the coming education.

c. We see the necessity of looking with openness and clear vision at many of the practices that have become accepted in the institution of education. e.g., we raise serious question about the tenure rules presently in practice. In many situations these rules have tended to retain in active teaching those persons who have been unable to adjust to changing times and methods, imposing on a whole generation of students patterns of teaching that are irrelevant to the day. Also, there is ample evidence of resistance to change in the programs of our schools because of the threat involved to some person or persons with vested interests. We must discover ways of bringing about the changes that are needed for the sake of the students rather than protecting the institution itself.

Public Schools and Minorities

In establishing a master plan for education in Berkeley it is our intention that every person resident within the bounds of our school district shall be given equal opportunity for excellent education, regardless of racial origin, religious convictions, or economic resources.

Education for life in our day must take into account the diversity and complexity of our American culture and the reality of differing systems and faiths in our world. We believe that the education for such a world must take place in the context of diversity in the classroom. The experience of diversity in the school makes a positive contribution to the ability of the student to become an effective part of a diverse community. Since the school provides the student with the primary experiences of his life outside of the home, we affirm the necessity of action on the part of the educational program in Berkeley in bringing about such classroom diversity. At varying times this may lead to busing students, changing school boundaries, merging schools, creating new patterns of school enrollment, etc. The value of such changes must be measured in the light of the goal stated above as well as of other educational factors.

The school is not neutral in communicating values to its students. The location, facilities, makeup of staff, condition of equipment, attitudes of counselors, textbooks, curriculum; all aspects of the school communicate to the student positive or negative attitudes toward himself and toward the things valued by the community which provides the school. Those who propose that the schools should remain aloof from attempting to form the future and "stick to the facts" ignore this fact. Positive and healthy attitudes toward others in our society, and around the world, whether the student is a member of a minority group or of the majority, is a goal that must guide the school district in its grappling with every phase of the school life.

We seek not only the desegregation of our educational institutions, removing the legal and social boundaries to effective education for all, but also the integration of the educational program, removing the barriers of provincialism and prejudice, enabling all to move into a world of pluralism with confidence and trust. We, therefore, encourage:

1. Curriculum changes that will bring a sense of importance to those of minority groups.

2. Active recruitment of teachers from minority backgrounds (especially male teachers).

3. Education and vocational counseling based solely on the capacities and potentialities of the individual.

4. Extra-curricular activities that will bring together in life outside of the classroom those of diverse background.

5. Compensatory treatment for those who have been deprived of equal opportunity in the past, in order that they and their children may have equal opportunity in the future.

6. Active consultation with leaders of minority groups in order that decisions may be made in the light of information gained from those involved in the problems.

APPENDIX A

MOVEMENT IN AND OUT OF BERKELEY - A SURVEY

One of the areas of concern of the Committee on District Relationships was the relationship of the School District to the citizens of Berkeley. Although it was later found that this subject is much broader and more complex than we could encompass in our study, we attempted to approach one aspect of it through the use of a questionnaire on the sale and purchase of property in the City of Berkeley.

The results are included in the appendix to our report, not necessarily because they contribute to an understanding of the content of the report, but because they have become a part of the context within which answers must be sought to the future of schools in Berkeley.

William Porter, Chairman

Purpose - What do the people of Berkeley feel about changes that are taking place in their schools? What effect have such changes had on the sale and purchase of property in our City? Have considerable numbers of people been fleeing to the suburbs to escape the changes? This survey was an attempt to come at these questions.

Process - A questionnaire was developed (copy attached) and mailed to all Berkeley residents who bought property in 1960 and who sold and/or bought property in 1965. We would have liked to send the questionnaire to property owners who sold in 1960, but addresses were impossible to obtain. Approximately 3500 questionnaires were mailed. About 1200 were returned as undeliverable. 654 were completed and submitted. The response was better than 28% of the questionnaires received.

Information - The turnover of property in Berkeley in 1965 is virtually the same as in 1960, except, of course, that there was an increase in population. In 1960, 1326 houses were sold, and in 1965, 1475 houses were sold, of which 129 were bought by BART.

If we examine these figures by area, we also find very little change. For example, Cragmont area had 132 houses sold in 1960, and exactly the same in 1965; Thousand Oaks had 109 houses sold in 1960 and 125 houses in 1965 (mostly due to retirement settlements). John Muir area had a slight increase from 72 to 101; some of this is due to new apartment units going up, and others to normal turnover. Hillside shows a downward trend in sales from 121 in 1960 to 108 in 1965 (this is in an area where there has been the largest amount of building expansion), while Oxford is virtually unchanged, from 56 in 1960 to 60 in 1965. The South Berkeley community of Lincoln decreased in sales, from 95 in 1960 to 70 in 1965, which seems to indicate that the residents of that part of the community are more permanent and not as transient as previously; Longfellow is almost the same, from 83 in 1960 to 87 in 1965. In the Le Conte area, we again find more apartment houses, so the turnover is a little higher, from 82 in 1960 to 106 in 1965. Jefferson and Whittier are highly affected by BART so they went up from 58 to 110 in the Whittier area, and from 141 to 216 in the Jefferson area. Emerson, Franklin and Washington are practically the same in both years.

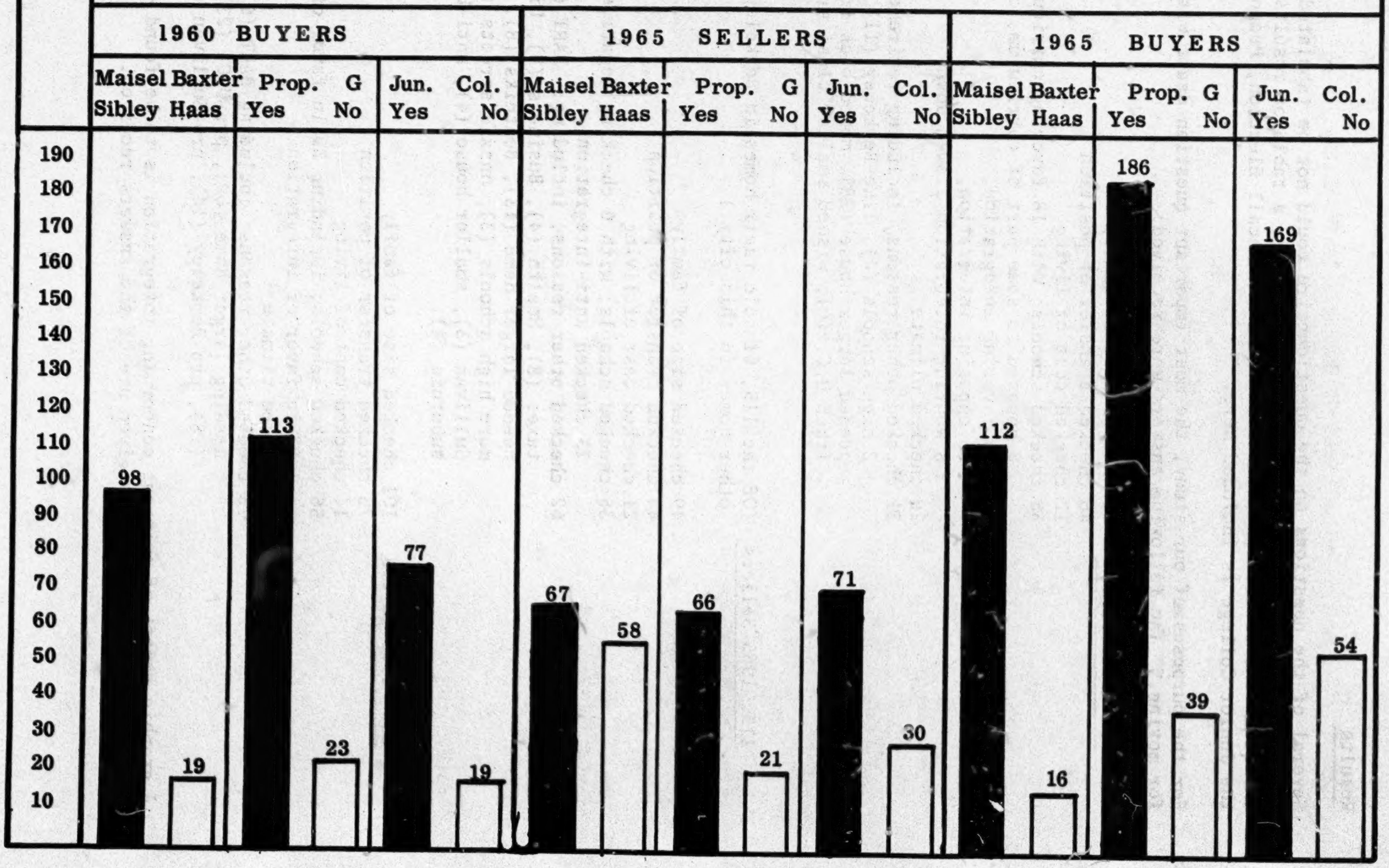
SALE OF PROPERTY IN BERKELEY

In 1960 1,326 houses were sold in Berkeley

In 1965 1,475 houses were sold in Berkeley, of which BART bought 129

BY SCHOOL DISTRICTS	1960	1965
Columbus	84	70
Cragmont	132	132
Emerson	78	83
Franklin	121	124
Hillside	121	108
Jefferson	141	216
John Muir	72	101
LeConte	82	106
Lincoln	95	70
Longfellow	83	87
Oxford	56	60
Thousand Oaks	109	125
Washington	94	83
Whittier	58	110

BERKELEY UNIFIED SCHOOL DISTRICT



Results

Several of the questions on the questionnaire could not be tabulated in categories since they required individual answers. However, a table of results on three of the questions concerning attitudes toward the Recall Election, Proposition G, and the Junior College is included here.

For the purposes of our study, the most important question dealt with the "reasons for moving." The following answers were received:

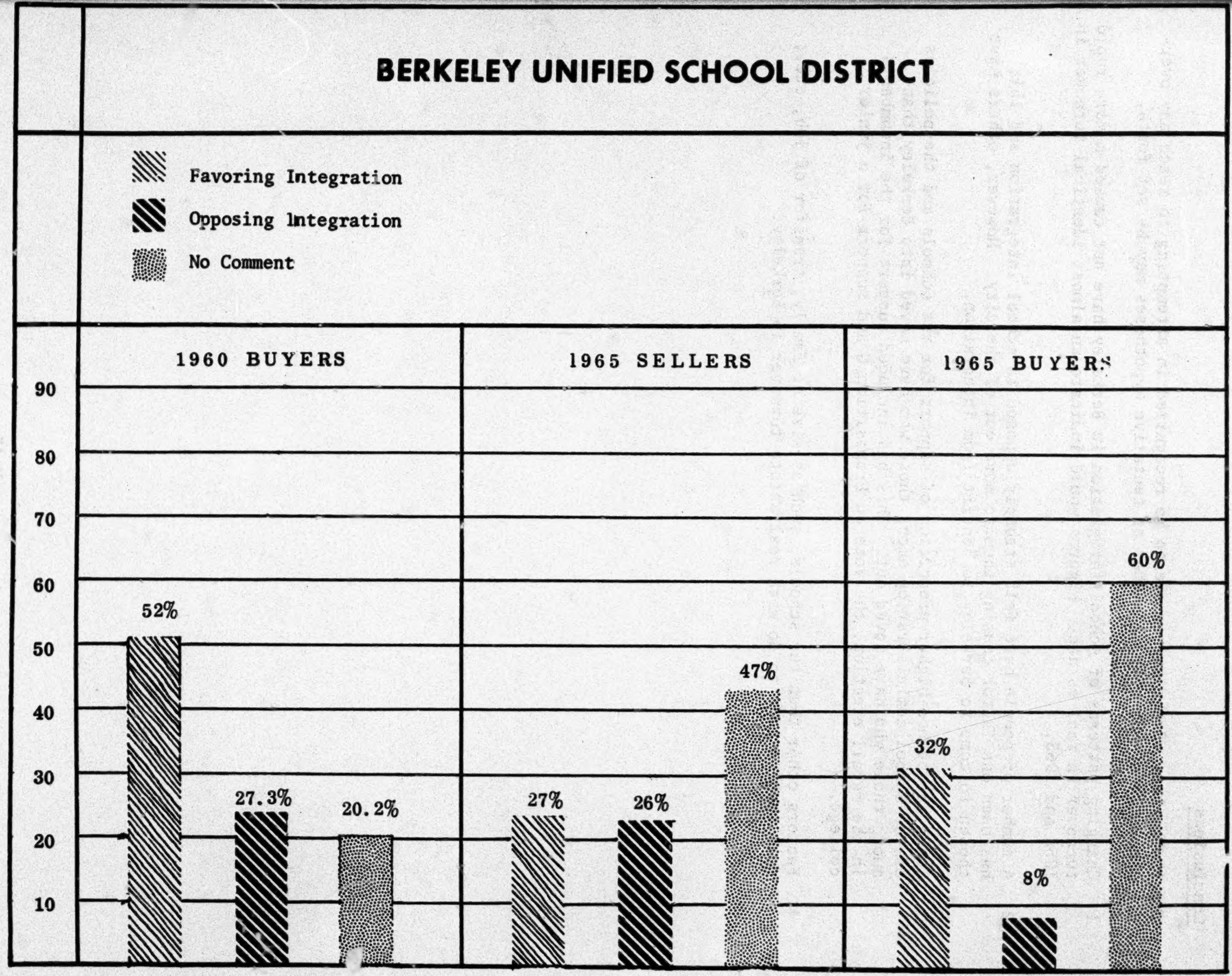
151 1960 Buyers - 68 checked size of family
46 checked transfer of position
12 checked cost of living
38 checked schools; with 18 favoring curriculum,
  8 opposed to some part of curriculum,
  59 favoring integration,
  28 opposing integration,
  8 wanting integration slowed down
20 checked climate
31 checked other reasons, including retirement (4),
  2 high schools (4), like Berkeley (11), taxes (6),
  needed larger house (28), moved back from suburbs (11),
  liked U.C. (6), wished smaller class size (13).

115 1965 Sellers (Of the 115, 61 sold their homes in Berkeley but purchased other homes in this city.)

49 checked size of family
44 checked transfer of position
21 checked cost of living
36 checked schools; with 6 checking negative on curriculum,
  23 checked anti-integration
62 checked other reasons, including: BART (33),
  taxes (8), Health (4), Business (8), Divorce (6),
  needed larger home (13), Beatniks (8), age (11),
  more high schools (3), unsafe streets (9), anti-Sullivan (3), smaller house (4), anti-U.C. (6), for suburbia (4).

266 1965 Buyers 101 checked size of family
73 checked transfer of position
14 checked cost of living
56 checked schools; including 39 in favor of curriculum,
  87 in favor of integration
34 checked climate
73 checked other reasons; including BART (6), divorce (4),
  needing larger home (69), pro-U.C. (23), anti-suburbia
  (18), pro-Berkeley (14), pro-Sullivan (13).

A graphic report of opinions concerning integration is to be found on the accompanying chart. The percentages given are of the answers received.


BERKELEY UNIFIED SCHOOL DISTRICT

Conclusions

The limitations of the survey are to be recognized in attempting to reach any overall conclusions. However, a number of tentative hypotheses may be set forth.

1. Changing patterns of school integration in Berkeley have not caused a more rapid turnover in real estate. Figures would indicate an almost identical turnover in 1960 and 1965.

2. A number of people have felt strongly opposed to school integration and this has been one factor causing them to move out of the city. However, others have chosen to come to Berkeley to benefit from integration.

3. There has been a higher proportion of support for the schools and the policies of the School administration among those who have moved into Berkeley than among those who have moved out. This has included support for the incumbants in the recall election, the vote on Proposition G and support for a junior college.

4. Factors other than the schools, such as size of family, transfer of job, etc., seem to have more to do with real estate turnover in Berkeley.

QUESTIONNAIRE

When did you move?______________________________

How long had you lived in your previous house?______________

Where are you now living?__________________________

Reasons for moving: (check all that apply)

_____a. size of family

_____b. transfer of position

_____c. cost of living in Berkeley

_____d. schools:

_____1. curriculum _____2. integration

further comments:________________________

_____e. climate

_____f. other (please specify)__________________

Number of school age children_______

Do your children attend pre-school? Yes_____ No_____

What type________________

Do your children attend public schools? Yes_____ No_____

Kindergarten______________

Elementary School__________

Junior High School_________

High School (including West Campus)_____

Junior College_____________

Do you favor a Junior College in Berkeley
(e.g. on the Marina)? Yes_____ No_____

How did you vote on Proposition G (the School Tax Increase)?

Yes_____ No_____ Did not vote_____

Why?____

____

How did you vote on the Recall election? For Maisel_____Sibley_____

For Baxter_____Haas_____

Do you have any comments or suggestions regarding the Berkeley Schools?

APPENDIX B

RELATIONSHIPS WITH STUDENTS

(Report Submitted to Committee V by Miss Janet Glading)

I. For far too many years, it has been the assumption of "school people" that students were to be considered merely the recipients of whatever is done to them in the schools. Now it is essential that the student population be understood as a group whose opinions, wishes, felt needs and stated desires should be included among the spectrum of those consulted in the planning, enactment and evaluation of all school programs.

Today's students are different in kind from former generations. They are more articulate, less inhibited, more demanding, clearer in their knowledge of what they want and don't want and why. Through exposure to media and through their societal experiences, these young people are far better prepared to voice and verify their educational requirements.

For their and the society's sake, they must be listened to and taken seriously. Their demands must not be brushed off as childish nonsense, but examined for constructive approaches. Whenever possible, their needs should be met by the school program. Instead of heresy, this is the soundest kind of professional approach to necessary change in the schools.

II. Curriculum development should proceed with the following in mind:

A. For what kind of a national society are we preparing our youth?
B. For what kind of a world are we preparing them?
C. For what kind of employment are we preparing them?
D. For what kind of leisure (and how much) are we preparing them?
E. For what kind of higher education are we preparing them?
F. For what kind of diversity, change, tolerance, openmindedness and other apparently necessary attitudes and approaches are we preparing them?
G. For what kind of family life are we preparing them?
H. For what kind of local, state, national and world citizenship are we preparing them?

III. Evaluation and assessment of the counseling, testing and disciplinary programs in the schools should lead us to examine:

A. Our assumptions regarding "proper" behavior
B. Our assumptions regarding what we are testing for and whether our tests actually measure these things
C. Our assumptions regarding writing and test-taking skills as true measure of ability
D. Our assumptions regarding helpful and corrective disciplinary measures
E. Our assumptions regarding punishments of various kinds of deterrents to unwanted behavior
F. Our assumptions regarding the tendency to drop out of school: its causes, its prevention, its correction and re-education of the dropout
G. Our assumptions regarding the identification, counseling, special help for and proper direction of the several unusual kinds of "problem" children, i.e., emotionally handicapped, physically handicapped, neurologically handicapped, and so on.

H. Our assumptions regarding grade placements, speed of passage through the K-12 system, promotions, graduations, and the necessity for yearly advancement; should we adopt a non-graded program throughout?

IV. Criteria used in judging the quality of the school program should include, in this order:

A. Relevance------A very great deal of what is taught today is of, at best, questionable relevance to the world in which today's school children will live.

B. Suitability----Does the subject, the method and the manner (this includes teacher personality) relate sensibly to the student for whom it is intended?

C. Challenge------Does the material, method and manner (see above) actually draw forth from the child a response at the highest level of which he is capable?

D. Allowance for diversity and individualism--Does the class, the teacher, the school, the program not only permit but encourage full differentiation between all kinds of persons in all kinds of situations? Is difference considered an asset?

E. Flexibility----Does the program at all times admit and enjoy the possibility of change? Are personnel involved committed to the idea of change? Are students helped to accept change as both desirable and inevitable? Can programs be altered fairly easily? Can traditions be readily abandoned when no longer useful? Does the staff welcome change even when it affects personal projects?

V. RECOMMENDATIONS

1. That the Berkeley Schools engage in an ongoing inquiry into every aspect of its program, its business practices, its staffing and its relationships with students, parents, and the community using the criteria here suggested, with a view toward constant improvement of the total performance.
2. That students be formally as well as informally consulted as to specific and general change requirements as seen by them, and that this be done regularly and without condescension.
3. That changes recognized as needed be made promptly, regardless of "whose ox is gored."
4. That a special attempt be made to find a method for ridding the District of teachers and counselors whose very presence in the schools is clearly grossly detrimental to children; if a legislative amendment to the Education Code relating to tenure is needed, then let it be submitted to the Legislature without delay.

RECOMMENDATIONS RELATING TO DISTRICT RELATIONSHIPS

(Approved by the School Master Plan Committee in plenary session by more than 75% vote unless otherwise noted)

It is recommended:

1. That immediate and intensive study be made of the possibilities for cooperation with other school districts, within and without the county, in matters such as automation, relations with the University of California, library coordination and other areas of common concern.

2. That standing citizen advisory committees to the Board of Education be established with staff support to give continuing advice and counsel in areas of specific community concern.

3. That the District work closely with citizen groups to effect the District's goals by social change in the field of education.*

4. That an independent study be made of the possibility of unification of the District library services and those provided by the Berkeley Public Library and that immediate attention be given to increased participation by the District libraries with the public libraries in the service of preschool children and the adult education program.

5. That the District's Library Center and Audio-Visual Department be reorganized into one administrative structure under the direction of a single coordinator.

6. That efforts be made to increase the usability of the library services of the University of California for Berkeley teachers and students.

7. That continuing discussions be held at the administrative level between the University of California and the District to improve existing relationships and to initiate new ones, on such subjects as increased systematic use of the University facilities, its faculty and students; adult education; creation of a secondary level demonstration school; expansion of centers for early childhood education; special high school programs; research and investigation and joint staffing at the technical level.

8. That cooperation between the University of California and the District in the recruitment and training of teachers be substantially increased with particular emphasis on improving the student teacher program.

9. (deleted by the Master Plan Committee in plenary session)

10. That a joint study be made of the possible areas for consolidation of or cooperation with the City of Berkeley in services, programs and facilities.

11. That there be more effective representation of school interests on City boards and commissions concerned with affairs affecting schools.

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* Received approval by the Master Plan Committee in plenary session by more than 50% but less than 75% vote.

12. That efforts be made to achieve revision of policies of Federal agencies in the following respects:

    a. Where Federal funds do not require State matching, State approval should not be required.

    b. Grants should be made in time to permit budgeting, procurement of equipment and supplies, recruitment and training of personnel and selection of students meeting criteria.

    c. Grants should be continued beyond the demonstration period if the program proves of value and local or state financing is not possible or adequate.

    d. The District should be allowed more flexibility in the use of Federal funds.

13. That efforts be made to achieve revision of policies of state agencies in the following respects:

    a. The Legislature should refrain from making definitive educational requirements.

    b. The Legislature should seek to reduce from two-thirds the requirement for passage of local school bond issues.*

    c. The state textbook program should be re-evaluated to determine if there is a better way to provide textbooks that will meet the varying needs of different school districts.

    d. The State Board of Education should refrain from establishing rigid curriculum, but rather should concern itself with setting standards based on instructional objectives, acting as a statewide clearing house, undertaking research and assisting in research studies.

    e. Credential requirements and tenure provisions of the Education Code should be periodically reviewed so as to meet the changing needs of education.

    f. State financial support of education should be increased.

14. That there be a reassessment of the function of and need for the County Department of Education and the County Board of Education.

15. That observances which tend to emphasize one religious tradition over others be eliminated from the schools.**

16. That the curriculum include instruction in the historical, sociological, psychological, artistic and philosophical aspects of the religious dimension of man's experience.*

17. That teachers be encouraged to become acquainted with the families of their students and to participate in neighborhood activities and civic affairs.

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* Amended by the Master Plan Committee in plenary session.

** Received approval by the Master Plan Committee in plenary session by more than 50% but less than 75% vote.

18. That more extensive and creative efforts be made to involve in the classroom persons having parental responsibility and that greater efforts be expended in the adult education aspects of parent involvement in the education of their children. A special effort should be made to involve men.

19. That efforts be made to develop among students more positive attitudes toward both sexes, particularly in family situations that involve only one parent.

20. That a formal program of consultation with students be implemented in which specific and general changes in the school program recommended by students are given careful consideration.

21. That educational and vocational counseling be based on the capacities and potentialities of the individual student and not upon any factors of group identification.

22. That there be compensatory treatment for those who have been deprived in the past, in order that they and their children may have equal opportunity in the future.

23. That education be structured in such a way as to show respect and appreciation for the culture represented in the homes of students, and to present varying and expanding horizons of experience from which students may construct their own value systems.

24. That curriculum changes be adopted which will enhance the self-image of members of minority groups.

25. That there be even more active recruitment of teachers, especially men, from minority backgrounds, and that minority students be encouraged to enter the teaching profession.

26. That extracurricular activities be created that will bring together outside of the classroom those of diverse backgrounds.

27. That there be active consultation with minority groups in order that decisions may be made in the light of information gained from those involved.